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INTERINSTITUTIONAL COOPERATION: A DESCRIPTIVE AND EVALUATIVE
ANALYSIS OF ITS STATUS AND POTENTIALITY IN THE
COMMONWEALTH OF PENNSYLVANIA, 1970-71

by

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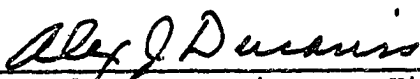
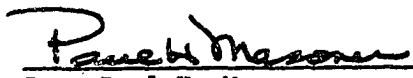
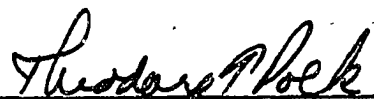


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FINAL REVIEW COMMITTEE

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A special word of appreciation must be extended to my research advisor and chairman of my doctoral committee, Dr. Alex J. Ducanis, whose vast knowledge of higher education and insights into the problems peculiar to behavioral research in this field served as excellent guidance throughout the research project. In addition, a debt of personal gratitude is owed to each committee member, Dean Paul H. Masoner, Dr. Theodore T. Polk, Dr. Fred E. Bryan, and Dr. M. Richard Rose, for their critical readings and constructive commentary which improved both the style and content of this document.

This project, of course, would not have been possible without the cooperation of so many of the chief executive officers of the Commonwealth's institutions of higher education. To these educational leaders, I am especially grateful.

To my typist, Miss Patricia Maffei, I offer many thanks for highly competent work and untiring patience.

Lastly, to my wife, I extend eternal gratitude for that measure of encouragement and faith essential to the successful completion of any challenging task.

PREFACE

One way that education may be able to produce more for less is through cooperative programs among institutions. Can we afford the luxury of all these courses we offer? When I was here [University of Pittsburgh] we offered four years of Russian and four years of Chinese, and we ended up with five students in the courses. Although Pitt and Carnegie-Mellon have talked a lot about cooperation, I think there are more real opportunities now for a consortium -- among Pitt, Carnegie-Mellon and Duquesne here, and between schools like Temple and Drexel in the eastern part of the state. I don't mean eliminating schools, as we talked about at one time, but getting some of these courses together.

David H. Kurtzman
Secretary of Education
Commonwealth of Pennsylvania
May 27, 1971

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I. THE PROBLEM

A. Introduction

Few educators would deny that American higher education is fronted with qualitative and quantitative demands of unprecedented proportions. The common concerns which have been articulated time and time again are real. Swelling enrollments alone often impose unattainable expectations on finances, facilities, faculty, and curricula. To deal simultaneously with the problems created by a student population seeking greater flexibility in all facets of academic life and by an accelerating expansion in knowledge which has become a constant menace to the completeness of curricula is more than a passing challenge in academic administration. Another acknowledged dilemma drawing special attention is the critical financial condition of many independent institutions which is, in effect, threatening the very existence of the privately-supported sector in higher education. And, finally, many institutions, acting independently or in concert, are compelled to discover the instrumentality for making good on their bolder commitments to the resolution of problems and the amelioration of conditions of an urban society. In short, the problems of higher education are severe and its future, uncertain.

Are there realistic solutions to these complex problems which are placing an overwhelming burden on the financial, physical, and human resources of our institutions of higher learning? Although

endless references to needs pervade the educational scene, few viable solutions to the problems have been enunciated. It would appear, however, that any proposed academic reappraisal or reform should be based on currently observable trends in higher learning. In this connection, Palola (1970) has offered that:

At least two imperatives are highly visible today. The imperative to concentrate on the education of an increasingly diverse student population with equally diverse educational needs is the first The second imperative extends beyond the immediate task of educating the students. It involves higher education's role, even obligation, in the resolution of current problems in American society (p. 4).

Of the alternatives available to dealing with contemporary problems that are in keeping with the previously cited imperatives, the concept of interinstitutional cooperation seems to be one of the more logical. Recognizing that individual institutions with limited resources can no longer depend on conventional means to meet existing as well as future responsibilities, colleges and universities have begun to reexamine the potential of the cooperative mechanism and to unite through the development of associations or consortiums. Their purpose, simply stated, is better use of facilities and personnel through shared planning and action.

B. Assumptions

This research effort began with the following assumptions:

1. That a significant number of institutions of higher education located within the Commonwealth of Pennsylvania participate, have participated, or would like to participate in some kind of voluntary cooperative venture.

2. That the lack of detailed information on the status of interinstitutional cooperative arrangements within the State has hindered decision-making by executive officers in the area of inter-institutional cooperation.

3. That a systematic and comprehensive analysis of the cooperative mechanism on a state-wide basis encompassing privately-supported, state-supported, and state-related institutions of higher education could disclose some innovative possibilities for dealing with problems through joint institutional planning and effort.

4. That no such state-wide study has yet been made in the Commonwealth of Pennsylvania.

5. That distribution of a suitably designed data-gathering instrument is an acceptable method of obtaining the kinds of information germane to institutional self-examination in the area of inter-institutional cooperation.

C. Statement of the Problem

This research, then, is concerned with the problem of providing basic and current information on the form and function of formalized interinstitutional cooperative arrangements between or among non-profit, authorized degree-granting institutions of higher learning in the Commonwealth of Pennsylvania.

D. Elements of the Problem

The research project has the following specific elements:

1. The collection, analysis, and presentation of numerical data on the state of interinstitutional cooperative arrangements in the Commonwealth of Pennsylvania.

2. An evaluation of the relative success of the cooperative process based on the experience of Pennsylvania's institutions of higher education participating in interinstitutional cooperative arrangements.

3. The determination of specific areas of potential cooperation between or among non-profit, authorized degree-granting institutions of higher education in the Commonwealth.

4. The portrayal of selected prevailing cooperative arrangements between or among institutions through the use of a symbolic method of description. By employing an adaption of a classification scheme originally developed by the president of the Associated Colleges of the Midwest (Hayward, 1970, p. 32) in which symbols are used to represent certain elements common to the structure of a consortium, this paper will display and compare through illustrations a variety of cooperative arrangements on a number of continua. Once the observer has become familiar with the meaning of the symbols and their placement, he should be able to examine the symbolic picture of a cooperative and easily identify in general terms the elements which make up this particular cooperative as well as their relationship to one another.

5. The identification of specific areas of interinstitutional cooperation that merit further research and development.

6. The publication of a prolegomenon to future research on interinstitutional cooperation in the Commonwealth of Pennsylvania which potentially could serve as:

a. A point of departure for others engaging in related academic research.

b. A frame of reference for policy decisions relative to interinstitutional cooperation by institutional officers responsible for program development and planning.

c. A source of basic information on interinstitutional cooperation for officers of the Commonwealth responsible for coordinating the development of higher education in Pennsylvania.

7. A report of interviews with such officers of operational consortiums as may contribute to clarification of the data integral to the objectives of this thesis.

E. Definitions

For the purposes of this study, the following definitions should serve as guidelines:

1. Institution of higher education. Is defined as any non-profit public or private two-year college, four-year college, university or professional school authorized by the legislature of the Commonwealth of Pennsylvania to grant any of the following degrees: Associate, Baccalaureate, Professional, Master's, and Doctorate. The official listing of operating institutions of higher education in Pennsylvania legally authorized to grant degrees as issued by the Department of Education of the Commonwealth of Pennsylvania, dated April 10, 1970, appears in Appendix A.
2. Interinstitutional cooperation. Refers to any voluntary or non-voluntary, formalized arrangement between or among institutions of higher education established to provide improved education through organized academic or service programs. The arrangement may range from

a bilateral association providing a single program or service to a multilateral arrangement offering many diverse programs or services.

F. Delimitations of the Problem

The problem was delimited as follows:

1. The review of the literature does not attempt to trace historically the evolution of the practice of interinstitutional cooperation or to assemble a comprehensive listing of existing cooperative relationships among American institutions of higher education.
2. Cooperative agreements with social, educational or cultural agencies other than non-profit, authorized degree-granting institutions of higher education are not reported in this study.
3. This study is concerned only with permanent-type commitments as opposed to temporary arrangements established to alleviate institutional emergencies.
4. Institutions were asked to report only those arrangements which: a) are currently functioning during the 1970-71 academic year; b) are designed to function in the next five years; and, c) have been discontinued during the past five years.
5. Institutions were asked to report only those foreign cooperative arrangements where two or more American institutions are participating. No report was required of arrangements between a single American institution and one or more foreign institutions.

G. Plan of Research

In order to counteract the problem of low return commonly associated with mail questionnaires and to generate possible interest

in the study, the plan of research included the distribution of a preliminary data-gathering instrument entitled "Exploratory Survey on Interinstitutional Cooperative Arrangements" and a transmittal letter (see Appendices B and C) to the chief executive officer of each of the Commonwealth's 149 non-profit, authorized degree-granting institutions of higher education, encompassing privately-supported, state-supported, and state-related institutions. A pre-addressed, stamped envelope was included with each questionnaire to facilitate its return.

At this point, in order to facilitate conversion to an identification code number for subsequent use in both an optical-scanning-keypunch operation and a computer program, the researcher divided the Commonwealth's 149 institutions of higher education into the following categories and assigned an appropriate code number:

1. Private university
2. Private college
3. Private junior college
4. Public university
5. Public college
6. Public junior/community college
7. Professional school

Each officer was asked to report the extent of his institution's involvement in interinstitutional cooperative arrangements and to indicate whether or not he was willing to participate in the research project to a greater extent by completing an additional questionnaire.

Within four weeks of the first mailing, 115 questionnaires, 77 percent, were returned. After a follow-up transmittal letter (See

Appendix D) and a duplicate exploratory questionnaire were sent to the non-respondents, 23 additional questionnaires were returned. A total of 138 institutions, 92.6 percent, ultimately returned the preliminary instrument. Of this number, 20 institutions reported that they were not interested in any further participation in this research project.

To those 118 respondents indicating a willingness to continue participation in the project, a second questionnaire and transmittal letter (See Appendix E) were mailed. Again, a pre-addressed, stamped envelope was included in each packet. To avoid over-burdening the participants, the second questionnaire was designed in three formats, and correspondents were provided only with those questionnaires appropriate to their experiences as reported in the "Exploratory Survey."

"Questionnaire A" (See Appendix F) was sent to those institutions not participating in a cooperative arrangement as defined in this study. Its purpose was to gather basic data related to the future of such arrangements in the Commonwealth.

"Questionnaire B" (See Appendices G and H) was sent to those institutions currently or previously involved in cooperative arrangements with other non-profit, authorized degree-granting institutions of higher education. The purpose of "Questionnaire B" was to collect information of a descriptive and evaluative nature of each cooperative venture in Pennsylvania (PART TWO) as well as to provide some data on the potentiality for additional cooperation (PART ONE). Since correspondents were directed to complete "Questionnaire B (PART TWO)" once for each cooperative arrangement, each institution was sent the number of copies of PART TWO equivalent to the number of cooperative arrangements

with which it is associated as reported in the particular institution's "Exploratory Survey."

Within four weeks of the initial mailing of "Questionnaire A" and "B", 59 institutions, 50 percent, returned completed questionnaires. After eight weeks and a follow-up letter (See Appendix I) and telephone communication, a total of 98 institutions, 83.0 percent, had complied with their agreement to participate in the second phase of the study.

The Office of Measurement and Evaluation of the University of Pittsburgh assisted in the development of procedures and specifications for rapid data processing and tabulation on the University's 360 computer system. In the interest of clarity, the study has been limited to the presentation of descriptive numerical data, omitting complex correlational studies and statistical inferences beyond the scope of the objectives mentioned above.

II. A SELECTED REVIEW OF RELATED RESEARCH

Although interinstitutional cooperation is not a new phenomenon, a review of literature and research in interinstitutional cooperation clearly evidences the scarcity of systematic research in this area of higher education. Recorded research prior to the decade of the 1960's is generally descriptive providing, at most, an historical background on interinstitutional cooperation as it had developed to the late fifties. Sanford (1934) discovered the existence of 115 formal inter-institutional agreements embracing 230 institutions or their components, Klein and Thomas (1938) dealt with the practicability of developing selected educational and scientific activities on a regional basis, Eckert (1953) reviewed historically the development of the process of interinstitutional cooperation, Ertell (1958) described all cooperative programs initiated in the state of New York before 1957, and Koenker (1961) found that 55 institutions out of 229 reporting to his initial survey in 1959 and 59 out of 232 responding to a follow-up survey in 1961 were participating in cooperative arrangements at the graduate level of instruction. The survey of the literature during the period before 1960 revealed a dearth of substantive research related to comprehensive evaluations of the cooperative mechanism as employed by American institutions of higher learning.

Regardless of the paucity of research relating to assessments of the relative success of existing cooperative programs, the

administrator for the Richmond Area University Center reported at the end of the decade of the 1950's that "the number of cooperative ventures undertaken by American institutions has been steadily increasing, and the rather elementary lesson reiterated, that several institutions can frequently do together what they cannot do alone (Fitzroy, 1957, p. 241)."

Growing agreement was reached in the 1960's among leading educators that in order to accomplish contemporary educational objectives, colleges and universities must entertain the possibility of consolidating forces through cooperative programs. At the outset of the decade, Martorana, Messersmith, and Nelson (1961) provided a case-history description of 29 successful cooperative projects in higher education and concluded that the reported joint and cooperative programs had provided "mutual advantages in the use of human and material resources for educational service to the institutions involved (p. 5)."

In the mid-sixties, in answer to the apparent deficiency of fundamental information on the status of cooperative federations in higher education, the United States Office of Education carried out a national study of graduate-level consortiums "designed not only to provide insight into today's consortiums but also to help identify areas of the movement in which more intensive study would be fruitful (Moore, 1968, p. 24)." Institutional respondents to the broadly-based survey confirmed the existence of more than 1300 existing, 245 planned, and 34 discontinued graduate-level consortiums.

In addition to its growth in numbers, evidence reveals that the cooperative mechanism had achieved noticeable recognition for its potentiality in assisting American institutions to deal with the

problems of higher learning. One recognized leader in experimentation and research in higher education maintained that "recent rapid growth has raised interinstitutional cooperation for the first time to the level of a new educational dimension (Baskin, 1965, p. 246)." While serving as director of a workshop designed to promote understanding and support for cooperative enterprises, Donovan (1965) declared that the movement in interinstitutional cooperation was a "revolutionary step forward in American higher education (p. 17)."

The trend toward and interest in expanded interinstitutional cooperation did not diminish in the latter half of the 1960's. By then, a number of noted educational administrators (Moore, 1967; Salwak, 1968; West, 1967) were pointing to the cooperative process as one of the few practical mechanisms available to all institutions of higher education that held promise of helping to resolve problems related to enrollments, curricula, costs, and community service. Gould (1967) predicted that: "As this movement progresses, public and private institutions will come together more and more in such a sharing within whatever legal bounds any state may choose to establish (p. 4)." In discussing the seemingly inevitable growth of the trend toward interinstitutional cooperation and coordination in a paper presented to the American Council on Education's academic interns, the Vice-president of the University of Illinois pointed out that:

. . . the phenomenon worth noting is not so much the quantitative growth of interinstitutional cooperation, although this is also revealing, but the trend toward more formal, more systematic, more tightly organized, legally incorporated, cooperating entities with . . . joint programs distinguishable from the constituent members (Johnson, 1967, p. 342).

And, in a paper presented to the membership at an annual meeting of the American Association for Higher Education, Moore (1967a)

flatly stated that: "It is clearly time for every institution to make a study of all its programs in light of the possibilities of inter-institutional cooperation (p. 276)."

Indicative of the steady growth of the cooperative movement throughout the period of the 1960's is the fact that since April of 1962 when the first conference on college and university interinstitutional cooperation was held at Princeton, New Jersey, the number of formally incorporated consortiums had grown to more than fifty operational cooperative centers by 1969 as compared to the twenty-five described in the published proceedings of the original conference. This figure included only the combination of three or more voluntarily associated colleges or universities employing a full-time staff and providing a variety of cooperative programs. On the basis of this information, the following conclusion was put forward:

While the number of these independently created, staffed, and funded associations probably serve less than a quarter of the nation's institutions of higher education at the present time, even a conservative extrapolation of the trend will lead to the conclusion that a significant increase in the percentage is inevitable (Grupe, 1970a, p. 23).

It would be entirely logical to suspect that the documented existence of such a large number of cooperative arrangements and the reported consensus among educational leaders on the predictive possibilities of interinstitutional cooperation for helping to resolve the acute problems confronting higher learning would be predicated upon a substantial and widely disseminated body of supportive research in this area. According to an increasing number of observers (Boyer, 1967; Donovan, 1965; Grupe, 1970; Howard, 1967; Messersmith, 1965; Moore, 1967b; Salwak, 1968), this is a likely, but inaccurate assumption. They

contended that little systematic research has been reported on the subject. Early in the decade, a previously cited study (Martorana et al., 1961) identified a need for a more systematic, regular, and detailed reporting of cooperative programs in higher education, including the type, scope, planning, administrative evaluation, and financing of such programs.

In a study designed to describe the historical background of the cooperative movement and to analyze recent developments, Howard (1967) found that: "While the descriptive literature on interinstitutional cooperation is extensive, assessments of programs are few The recorded literature, in short, permits only a sketchy overview of interinstitutional cooperation (p. 4)." The unusual paradox in the partnership picture was highlighted most convincingly by the Director of the Committee on Interinstitutional Cooperation of the Big Ten Universities and the University of Chicago, a pioneering federation in formal interinstitutional cooperation. He said that "it is time for some systematic research--for a more rigorous look--into the area of cooperative mechanisms in order to determine what really works, what has failed to work, what could work, what does not work, and why (Salwak, 1968, p. 6)." And, finally, in a recent address to a seminar on academic consortiums, the director of the research development program of the College Center of the Finger Lakes, acknowledged the growing volume of descriptive literature available on interinstitutional cooperation but pointed out that the "state of the information available in this area has been largely lacking in either realistic evaluations of the actual impact particular efforts have had, or in portraying the problems these ventures dealt with and overcame before their success was apparent (Grupe, 1970b, p. 12)."

In spite of the evident need for formalized investigation of the process of interinstitutional cooperation, a search of the literature has confirmed the contention that even since 1960 little systematic research has been directed to this topic to serve the enterprise of higher education. One notable exception, however, was an investigation (Martorana et al., 1961) which focused on 29 cooperative projects in education operating at local, state, and regional levels. The authors found that among the reasons frequently given for exploring the possibility of participating in cooperative ventures are that such efforts make provision for:

1. More effective utilization of resources, both physical and personal.
2. Program enrichment in the way of broadened offerings and more stable selection.
3. Economy of operation by reducing faculty, plant and fund needs to an operational level consistent with sound administration.
4. Enhanced community service through the selection of competence areas by cooperating institutions and through reduced duplication of offerings.
5. Institutional stimulation embracing students, faculty, administration, and staff (p. 4).

The preceding study (Martorana et al., 1961) also identified factors which promote or discourage cooperative arrangements. Factors favorable to cooperation were "administrative leadership, geographical proximity, recognition of service areas, threat of invasion or new competition, threat of outside control, and external influences. Unilateral institutionalism, nescience, special interest groups, administrative policy and procedure, and legal barriers (p. 5)" were reported as unfavorable to cooperative arrangements.

Two state-sponsored comprehensive studies during this period examined the extent of and the potentiality for cooperation among the institutions of higher education located in a particular state. The first (Committee, 1960) reported cooperation in both academic and service areas among the 59 responding public and private institutions and recommended further cooperation among all 102 Illinois institutions. An examination of the potentiality for sharing facilities among the institutions in Connecticut and a discussion of its implications in relation to students, faculty, the cooperating institution, the curriculum, facilities, administration, and finances were the focal points in the second state-wide study (Commission, 1968).

One of the most comprehensive treatments accorded interinstitutional cooperation (Howard, 1967) supplemented a thorough historical review of the literature and a critical analysis of more recent developments with an annotated bibliography on the topic. In viewing interinstitutional cooperation as a workable device for meeting major social problems, the author called for scholarly scrutiny of the cooperative process and the construction of a theoretical foundation to guide future developments. According to Howard, "there is a wealth of information which cries out for analysis (p. 23)."

The literature disclosed other studies that have advanced the cooperative technique as a workable method for expanding educational opportunity and improving educational quality. Two studies relating particularly to this aspect of interinstitutional cooperation conducted at the close of the 1960's bear noting. The Southern Regional Educational Board (1969) presented evidence based on five case studies supporting the continuation and expansion of joint academic programs

and shared facilities between traditionally black and white institutions for the purpose of expanding higher education opportunities for blacks in the South. Evans (1969) used the San Francisco Consortium, an association of five institutions which have focused their resources upon the problems of the urban environment, against which to test a number of generally accepted hypotheses about the nature of interinstitutional cooperation.

In a study based on a systems approach for consortium planning, Sagan (1969) presented a 292-step PERT network model and suggested that his background chapters tracing the historical development of consortiums combined with his systematized guidelines might serve as a functional handbook for planning and setting up consortiums. And, finally, Lancaster (1970) examined the Midwest Association for Higher Education in terms of the following question: "What conflicts arise as interdependency increases and how are these conflicts managed in such a way as to preserve the interinstitutional character of the consortium (p. 4)?" After dealing with four specific areas of conflict and the management mechanisms used for resolving conflict, the author declared that: "Since conflict will inevitably arise in any kind of cooperative effort, it is vital to learn to deal with it constructively (p. 11)."

The potentiality for cooperative sharing of resources among the Commonwealth of Pennsylvania's 149 independent and publicly-supported institutions of higher education has received noteworthy encouragement in a number of state-sponsored studies. In response to the demand for improved and expanded higher education in the Commonwealth of Pennsylvania over the ensuing decade, the Joint State

Government Commission was authorized by House Resolution Number 107 (1957 Session) to submit to the General Assembly of the Commonwealth of Pennsylvania by January 1, 1959, its findings and recommendations regarding the problems of higher education in the Commonwealth of Pennsylvania. To study these problems, the Commission set up an Advisory Panel (1959) under the chairmanship of Edward H. Litchfield, then Chancellor of the University of Pittsburgh. One of the Panel's interdependent solutions to the reported crisis in higher education centered on regional cooperative planning. Dr. Litchfield and his associates comprising the Advisory Panel proposed that:

Although the Advisory Panel strongly favors the encouragement of individual initiative and self-determination among Pennsylvania's several existing institutions of higher education, it also recognizes the wisdom of sharing resources both material and intellectual whenever feasible.

A council of the four state-aided universities has been proposed. Going further, it may be noted that many of the 71 essentially undergraduate colleges are so located as to cluster around the larger universities of the Commonwealth. Experience in some sections of the United States has shown the value of the cooperative pooling or sharing of facilities and intelligence in the solution of vexing problems.

No doubt promising students with qualifications to become successful college teachers could be discovered and prepared for such professional service by the cooperative effort of colleges and universities of a region. The cooperative program in graduate teacher education now conducted by six institutions in the southeastern part of the Commonwealth is an example. Such a cooperative endeavor might also reveal the possibility of further sharing of facilities and personnel and thereby effect a needed financial saving (p. 72).

The preliminary proposals prepared by Boehm (1962) in relation to the eventual development of a master plan for higher education contained the following economic guideline:

Greater cooperation between institutions. Few trends in higher education are more encouraging than the increasing emphasis upon a large variety of cooperative projects and programs undertaken by the various institutions. The State should assist and encourage this trend to extend beyond traditional cooperative programs. Educational T.V., interlibrary programs, joint employment of professors, multi-enrollment of students are newer cooperative ventures to be encouraged (p. 10).

In 1966, the policy-making State Board of Education (1967) approved Pennsylvania's first Master Plan for Higher Education which described an institutional framework for a Commonwealth System of Higher Education. While the report gave major concern to publicly-supported higher education, it clearly encouraged the continuation of the State's long-standing tradition of privately-supported higher education. The liberal use throughout the document of such phrases as "cooperative efforts in research," "collective institutional planning," "principle of partnership," "multiple use of resources," "easy transfer of students and credits," and "designed to increase interinstitutional cooperation in operational matters," suggests more than a casual interest in cooperative arrangements on the part of the State Board of Education. Among its eight major proposals is the following:

Cooperative arrangements among universities, colleges, and community colleges are encouraged, to increase the potential for research and scholarly activity, to encourage diversity and quality of programs, and to provide maximum flexibility of student choice and development (p. 2).

Although support for the establishment of cooperative programs among institutions of higher education located in the Commonwealth of Pennsylvania has been clearly advanced, no state-wide investigation related to the collection of information on the existence of cooperative relationships or the relative success of the cooperative process

among Pennsylvania's institutions could be found.

It seems reasonable to conclude that:

1. The cooperative movement among American institutions of higher learning has indeed achieved a new level of recognition and support in the higher education community.

2. The process of interinstitutional cooperation is in dire need of systematic investigation to identify existing relationships as well as to ascertain their relative success in helping to resolve the problems confronting American institutions of higher learning.

3. There is a clear need for research which sets out to assess the state of the art of formalized interinstitutional cooperation between or among non-profit, authorized degree-granting institutions of higher education in the Commonwealth of Pennsylvania.

4. The relevance and timeliness of this area of research are equally clear from the special financial crises in the Commonwealth during the current and previous fiscal years. These crises in funding appropriations, when matched against increasing budget requests from state-supported and state-related institutions together with demands for State funds to private education, suggest research related to alternatives in fiscal and academic planning.

III. DATA ANALYSIS

A. Introduction

Of the 138 responding non-profit, authorized degree-granting institutions of higher education, comprising 93.0 percent of the enterprise of higher education in the Commonwealth of Pennsylvania, approximately 71 percent were participating in interinstitutional cooperative arrangements during the period specified in the "Exploratory Survey on Interinstitutional Cooperation, 1970-71."

As Table 1 discloses, privately-controlled institutions have had a greater tendency than have publicly-controlled institutions to join cooperative arrangements--over 82 percent of the former as contrasted with 63.0 percent of the latter. The comparatively smaller percentage of junior colleges taking part in cooperative ventures implies, especially in the publicly-supported sector, that this late-comer to the educational scene has not yet had sufficient opportunity to explore the possibilities unique to interinstitutional cooperation. It is instructive to note that even among the special-purpose professional schools, more than half of the 35 queried reported active participation in cooperatives. One school, in fact, reported participation in six different cooperatives.

A total of 20 respondents to the "Exploratory Survey" (15 cooperating and 5 not cooperating) indicated that they would prefer not to participate in phase-two of the research project which proposed to assemble numerical data in support of a descriptive and evaluative analysis

of the status and potentiality of interinstitutional cooperative arrangements in the Commonwealth of Pennsylvania. Accordingly, a second questionnaire designed in two formats was sent only to those 118 respondents reporting that they would like to know more about interinstitutional cooperation in the Commonwealth by completing a short questionnaire entitled "Interinstitutional Survey" designed to collect information on the state of such arrangements.

TABLE 1

NUMBER AND PERCENTAGE OF PENNSYLVANIA INSTITUTIONS OF HIGHER
EDUCATION PARTICIPATING IN COOPERATIVE ARRANGEMENTS
AS REPORTED IN THE EXPLORATORY SURVEY: 1970-71

Survey Population		Responses		Degree of Participation			
				Not Cooperating		Cooperating	
Type	No.	No.	%	No.	%	No.	%
Private							
University	10	10	100.0	1	10.0	9	90.0
College	61	57	93.4	7	12.3	50	87.7
Junior College	14	11	78.5	6	54.5	5	45.5
Total	85	78	91.7	14	17.9	64	82.1
Public							
University	4	4	100.0	-	-	4	100.0
College	13	12	92.3	3	25.0	9	75.0
Junior College	12	11	91.6	7	63.6	4	36.4
Total	29	27	93.1	10	37.0	17	63.0
Professional							
Professional	35	33	94.2	16	48.5	17	51.5
Grand Total	149	138	92.6	40	28.9	98	71.1

Table 2 shows that a total of 98 institutions returned completed copies of the survey instrument, 66 participants and 32 non-participants in interinstitutional cooperative arrangements as defined in this study.

TABLE 2

THE EXTENT OF PARTICIPATION IN COOPERATIVE ARRANGEMENTS BY PENNSYLVANIA INSTITUTIONS OF HIGHER EDUCATION AS REPORTED IN THE INTERINSTITUTIONAL SURVEY: 1970-71

Survey Population	Responses		Degree of Participation					
			Not Cooperating		Cooperating		Instances of Cooperation ^a	
Type	No.	No.	%	No.	%	No.	%	No.
Private								
University	9	8	88.8	1	12.5	7	87.5	14
College	52	44	84.6	9	20.4	35	79.6	56
Junior College	10	5	50.0	4	80.0	1	20.0	1
Total	71	57	80.2	14	24.5	43	75.5	71
Public								
University	2	2	100.0	-	-	2	100.0	3
College	12	11	91.5	4	36.3	7	63.7	22
Junior College	10	10	100.0	7	70.0	3	30.0	3
Total	24	23	95.8	11	47.8	12	52.2	28
Professional								
Professional School	23	18	78.2	7	38.9	11	61.1	17
Grand Total	118	98	83.0	32	32.6	66	67.4	116

^aA total of 66 institutions reported participation in 116 cooperative arrangements. Since institutions are responding independently, two or more institutions have referred on several occasions to the same specific cooperative arrangement. The exact number of specific cooperative arrangements totals 76 (See TABLE 3).

The relative popularity of the cooperative mechanism in the private sector of higher education (excluding the junior college) is dramatically emphasized in Tables 1 and 2. In addressing this phenomenon, Professor William M. Rolofson of the PMC Colleges offered ". . . the assumption that the small, independent colleges must cooperate, for their mutual survival; a specialization of one college should be shared by another."

Two of the larger state-related universities did not return completed questionnaires. Upon further investigation, it was determined that the failure of these institutions to submit returns should be construed as evidence of the existence of a large number of examples of interinstitutional cooperation, rather than as a lack of instances of cooperation. It appears, therefore, that the practice of cooperation is so extensive at some of the larger and more complex institutions that it precludes reporting in a survey of this type without permitting institutions to take several months to conduct comprehensive self-examinations. Clarification of this paradox was obtained from conversations with administrative officers of these two institutions assigned the task of completing the data-gathering instrument. G. Lester Anderson, Director of the Center for the Study of Higher Education of the Pennsylvania State University, asserted that:

. . . so much of interinstitutional cooperation is decentralized, so much informal, that it is hard to know what goes on, let alone report it. I have discussed your study of interinstitutional cooperation and Penn State's participation with my colleagues. With reluctance I must report to you that we are all agreed that in terms of this University's complexity and diversity we are not prepared to help you. We believe that Penn State would be a very extensive case study in itself and we just must not undertake it now.

In this same regard, Dennis L. Tarr, Assistant to the Vice President for Academic Affairs at Temple University indicated that:

Temple University will not be able to participate in your dissertation project on "Existing or Discontinued Cooperative Arrangements." The definition used in your survey instrument on interinstitutional cooperation is much too broad and prohibits an effective response from Temple University, as I think it would from any large institution. We are in the process of developing an information system capable of retrieving some of the data you may be seeking, but its completion date, unfortunately, is well extended beyond your own deadline.

The unusually high percentage of return of both questionnaires (See Tables 1 and 2) in itself seems to acknowledge a special regard among the Commonwealth's institutions of higher education for the cooperative process irrespective of the extent of their current participation. And, when this fact is viewed in combination with the more than 115 reported instances of cooperation in the academic year, 1970-71, it seems logical to assume that the responding institutions must feel that the principle of cooperation holds some promise for resolving some of higher education's problems.

Further examination of Table 2 reveals that a total of 66 institutions returned 116 completed copies of "Questionnaire B (Part Two)" of the survey instrument--each return representing an independent description and evaluation of one of the 76 existing cooperative arrangements (Table 3).

In order to facilitate reporting of numerical data, the 76 existing cooperative arrangements were separated according to size; i.e., according to the number of member institutions making up a cooperative arrangement. An arrangement was classified as "bilateral" when it was composed of two institutions, and as "multilateral" if more than two

institutions were members. Multilateral was further subdivided as follows: a multilateral arrangement was classified as "small" when it contained 3, 4, or 5 member institutions; "medium" when it was comprised of 6 to 9 institutions; and, "large" when its membership included 10 or more institutions. Table 3 discloses that the 76 cooperative arrangements encompassing Pennsylvania's institutions of higher education are divided almost equally between the bilateral and multilateral classifications.

TABLE 3
NUMBER AND PERCENTAGE OF EXISTING COOPERATIVE
ARRANGEMENTS ACCORDING TO SIZE: 1970-71

Type and Size of Arrangement ^a	Number	Percent
Bilateral	39	51.3
Multilateral		
Small	18	23.7
Medium.	10	13.2
Large	9	11.8
Total	76	100.0

^aA bilateral arrangement consists of 2 institutional members. A multilateral arrangement is "Small" when it is comprised of 3, 4, or 5 institutions; "Medium" when it is comprised of 6 to 9 institutions; and, "Large" when it is comprised of 10 or more.

Giving each respondent the opportunity to specify the exact nature of his institution's involvement in each cooperative helped to assure that the full scope of each arrangement's activities would be reported. In this connection, an examination of the responses confirmed the suspicion that each institutional member might not participate to the same degree in a particular cooperative arrangement.

It is utterly impracticable to conjecture the reasons why institutions failed on a number of occasions to acknowledge participation in a certain cooperative even though its membership in the arrangement is reflected in the response of another institution. Faced with a similar question related to the failure of institutions either to report the existence of or to evaluate existing graduate-level consortiums, Moore (1968) hypothesized that:

Nonresponses in many instances can be traced, however, to the institution's inadequate record-keeping of its consortiums. Also, it is not inconceivable that an institution might choose to overlook, rather than evaluate unfavorably, any or all of its cooperative endeavors. This last possibility should be kept in mind for the bias it could produce (p. 17).

It follows logically, then, that verbal and symbolic depictions of the 76 cooperative arrangements, in terms of certain common components, are based primarily on syntheses of all the independent responses. On the other hand, a number of these depictions are based on the response of only a single, member institution.

The statistical framework for this research project, then, is based on:

1. A total of 116 independent evaluations and descriptions of the experiences of 66 institutions participating in 76 existing cooperative arrangements.
2. A total of 63 responses from institutions actively participating in cooperative arrangements examining the potentiality of expanded cooperation within the next five years.
3. A total of 32 responses from institutions not currently participating in cooperative arrangements examining the potentiality of initial cooperation in the next five years.

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B. A Descriptive Analysis of Existing Cooperative Arrangements: 1970-71

In addition to simplifying the reporting of numerical data, the division of cooperative arrangements into bilateral and multilateral groups has disencumbered the development of comparisons of different types of cooperatives according to certain elements common to the structure of such arrangements. Table 4 describes 39 bilaterals, 18 small multilaterals, 10 medium multilaterals and 9 large multilaterals in terms of number of years of existence, legal incorporation, employment of a full-time executive officer, and shared academic or service programs.

1. Number of Years of Existence, Legal Incorporation, and Employment of a Full-time Executive Officer--According to Table 4, the most popular form of cooperative in Pennsylvania prior to 1960 was the simple bilateral. Significantly, the majority of currently functioning cooperatives developed in the years 1960 to 1968. The fact that 71.1 percent of the survey population has a life experience greater than two years adds the dimension of perspective associated with established programs. On that account, the data do not reflect vagaries of highly experimental programs. Table 4 also discloses that the larger a cooperative becomes the more it tends to seek legal incorporation as well as the services of a full-time executive officer.

2. General Areas of Cooperation--In the main, the combination of academic and service programs has become the most wide-spread preference of participating institutions, with almost 87 percent of the cooperatives reporting some type of academic program sharing. The integral relationship between academic programs and supporting services such as instructional facilities and library resources accounts, to a

TABLE 4

PERCENTAGE OF RESPONSES DESCRIBING EXISTING COOPERATIVE ARRANGEMENTS
ACCORDING TO NUMBER OF YEARS OF EXISTENCE, LEGAL INCORPORATION,
EMPLOYMENT OF A FULL-TIME EXECUTIVE OFFICER, AND GENERAL
AREAS OF COOPERATION: 1970-71

Descriptive Criteria	Type of Arrangement					Grand Total (N=76)
	Bilateral (N=39)	Multilateral			Total (N=37)	
		Small (N=18)	Medium (N=10)	Large (N=9)		
Percent						
Existing less than 2 years	20.5	33.3	40.0	44.4	37.8	28.9
Existing 2-10 years	53.8	55.6	60.0	55.6	56.8	55.3
Existing 11 or more years	25.6	11.1	—	—	5.4	15.8
Legally incorporated	2.6	16.7	40.0	44.4	29.7	15.8
Full-time executive officer	2.6	16.7	60.0	55.6	37.8	19.8
Academic Programs only	48.8	33.3	20.0	11.1	24.3	36.9
Service Programs only	2.6	11.1	30.0	44.4	24.3	13.2
Both academic and service programs	48.8	55.6	50.0	44.4	51.4	50.0

substantial degree, for the high incidence of this combination. Table 4 also indicates that the larger the cooperative arrangement, the more likely it is, on the one hand, to cooperate in service programs exclusively, and the less likely it is, on the other hand, to cooperate in academic programs exclusively. For example, 44.4 percent of the large multilaterals as against a mere 2.6 percent of the bilaterals participate in service programs exclusively while conversely 11.1 percent of the large multilaterals compared with 48.8 percent of the bilaterals share academic programs exclusively. In more precise terms, the size of the

cooperative is directly proportional to the extent of participation in service programs exclusively and inversely proportional to the extent of participation in academic programs exclusively.

For the purposes of this study, Table 5 divides the two general areas of cooperation, academic and service programs, into eight major subdivisions. In this connection, it should be noted that individual arrangements may cooperate in more than one major area. Appendix J-1 provides a further breakdown of each major subdivision into its specific components.

TABLE 5

PERCENTAGE OF RESPONSES DESCRIBING EXISTING COOPERATIVE ARRANGEMENTS
ACCORDING TO MAJOR AREAS OF COOPERATION: 1970-71

Major Areas of Cooperation	Type of Arrangement					Grand Total (N=76)
	Bilateral (N=39)	Multilateral			Total (N=37)	
		Small (N=18)	Medium (N=10)	Large (N=9)		
Percent ^a						
Library/Special Resource Centers	33.3	33.3	30.0	56.0	37.8	36.0
Plant Facilities	36.0	44.4	30.0	33.3	37.8	37.0
Student Services/ Activities	31.0	50.0	20.0	33.3	37.8	34.2
Administrative/Con- tract Services	23.0	44.4	30.0	56.0	43.2	33.0
Special Projects	5.1	22.2	10.0	33.3	21.6	13.1
Academic Programs	92.3	83.3	60.0	44.4	67.6	80.2
Faculty Exchange	15.4	28.0	10.0	33.3	24.3	20.0
Student Exchange	21.0	39.0	20.0	33.3	32.4	26.3

^aPercentages do not total 100 because the arrangements may cooperate in more than one major area.

Table 5 offers evidence that even though the bulk of existing cooperatives participate in academic programs, a relationship obtains between the major area of cooperation and the size of the cooperative. It appears that the arrangement containing more than ten members is more likely to participate in activities consisting of special projects and services than a simple, two-member cooperative. In this respect, over 50 percent of the large multilateral arrangements share both special resource facilities and administrative or contractual services. In contrast, a third of the bilaterals cooperate in the former area and only 23.0 percent in the latter. In addition, a mere 5.1 percent of the bilateral arrangements cooperate in special projects such as international programs as contrasted with one-third of the large multilaterals. All told, irrespective of the size of the cooperative, 80 percent of the existing arrangements cooperate to some degree in the major area of academic programs.

According to Table 5, multilateral cooperatives are generally more inclined to feature student or faculty exchange programs than are bilateral cooperatives. A cumulative percentage, computed for multilateral arrangements, shows that approximately 32 percent of the multilaterals are characterized by student exchange as compared to 21.0 percent of the bilaterals. As for faculty exchange, the collective percentage for the multilaterals is 24.3 as contrasted with 15.4 for the bilaterals.

Overall, the percentages of bilateral and multilateral arrangements cooperating in the area of student services and activities, as disclosed in Table 5, appear to be equivalent. The dominant statistic in this major area of cooperation, however, emerges from the small

multilateral arrangements where 50.0 percent cooperate, in noticeable measure, in either student recruitment and admissions or social and cultural events. In like manner, the percentages of cooperatives sharing plant facilities, multilateral vis-a'-vis bilateral, are roughly equal.

Commonly the bilateral arrangement is involved in fewer major areas of cooperation than multilaterals are. In this connection, Table 6 discloses the penchant of the bilateral arrangement for entering into one or two major areas.

TABLE 6

NUMBER AND PERCENTAGE OF EXISTING COOPERATIVE ARRANGEMENTS ACCORDING TO NUMBER OF MAJOR AREAS OF COOPERATION: 1970-71

Number of Major Areas of Cooperation	Cooperative Arrangements				
	Total Number	Bilaterals		Multilaterals	
		No.	%	No.	%
One	24	14	58.3	10	41.7
Two	18	11	61.1	7	38.9
Three	9	4	44.4	5	55.6
Four	9	4	44.4	5	55.6
Five	7	2	28.6	5	71.4
Six	5	2	40.0	3	60.0
Seven	4	2	50.0	2	50.0
Eight	-	-	-	-	-

Scanning Table 6 reveals that bilaterals compose 58.3 percent of the cooperatives involving one area while multilaterals account for 41.7 percent. Consistent with this pattern, Table 6 also identifies 61.1 percent of the bilaterals but only 38.9 percent of the multilaterals cooperating in only two areas.

In looking at the aforementioned trends statistically, it develops that the bilateral-multilateral classification scheme, although contrived, has become an extremely useful construct.

In even more specific terms, as reported in the introduction to this chapter, a total of 66 institutions returned 116 completed copies of "Questionnaire B (Part Two)" of the survey instrument. Each copy represented an independent description and evaluation of one of the 76 existing cooperative arrangements. One of the questions contained in this document required the responding institution to describe each cooperative arrangement in terms of specific kinds of shared academic or service programs. To this end, an extensive checklist was included in the document. For this and similar questions seeking information based on the 116 independent responses of member institutions, the data are presented by type of institution; i.e., the private institution, the public institution, and the professional school. Further, in order to accommodate the reader, less important checklist items are not presented in the chapter tables. In these instances, the reader is referred to the appropriate appendix containing a detailed checklist and its corresponding numerical responses for each specific type of institution.

Of the 73 specific checklist items describing interinstitutionally shared academic and service programs, 45 relate to academic, 28 to service programs. Where roughly 20 percent of the survey population report affirmatively to a checklist item the statistic is taken to be noteworthy. Conversely, where virtually no responses are reported, the absence of positive responses on those items draws attention to itself.

TABLE 7

PERCENTAGE RESPONSES ACKNOWLEDGING CERTAIN AREAS OF COOPERATION IN EXISTING COOPERATIVE ARRANGEMENTS BASED ON INDEPENDENT REPORTS BY MEMBER INSTITUTIONS: 1970-71^a

Areas of Cooperation	Type of Institution ^b			
	Private (N=61)	Public (N=26)	Prof. (N=17)	Total ^d (N=104)
	Percent	Percent	Percent	Percent
Academic Programs				
One or more of the traditional arts & sciences departments	67.2	27.0	24.0	50.0
One or more of the applied studio arts (music, art, drama)	21.3	3.8	5.9	14.4
Theology.	8.2	—	65.0	15.4
Education, teacher.	44.3	27.0	—	32.7
Medicine.	—	—	24.0	3.9
International projects.	13.1	27.0	—	14.4
Faculty exchange.	21.3	7.7	58.8	24.1
Student exchange.	23.0	11.5	65.0	26.9
Co-sponsorship of a doctoral program.	—	3.8	17.6	3.9
Service Programs				
Areas of Cooperation	Type of Institution ^c			
	Private (N=47)	Public (N=18)	Prof. (N=10)	Total (N=75)
	Percent	Percent	Percent	Percent
Recruitment and admission (students).	27.7	22.2	10.0	24.0
Student financial aid	14.9	16.7	20.0	16.0
Instructional facility.	43.0	33.3	20.0	37.3
Library facility/services/resources	55.3	28.0	90.0	53.3
Forum for exchange of ideas/information	30.0	33.3	20.0	29.3
Faculty recruitment	21.2	5.6	10.0	16.0
Social or cultural events	36.1	22.2	10.0	29.3

^a See Appendix J-1.

^b Private includes independently-supported universities (14), colleges (47), and junior colleges (0). Public includes state-supported and state-related universities (3), colleges (20), and junior colleges (3). Professional includes other special-purpose, degree-granting institutions (17).

^c Private includes universities (7), colleges (39), and junior colleges (1). Public includes universities (1), colleges (15), and junior colleges (2). Professional includes special-purpose institutions (10).

^d The N's differ for academic and service programs because of the 116 instances of reported participation, 12 descriptive statements included no instances of cooperation in academic programs and 41 descriptive statements included no instances of cooperation in service programs.

The most statistically popular of the academic programs reported in Table 7 is cooperation in one or more of the traditional arts and sciences departments. Taken collectively and separately, cooperative arrangements evidence a high degree of interest in broadening the institution's offerings in arts and sciences. Inasmuch as over two-thirds of the private institutions reporting are cooperating in this area, the evidence leads to the conclusion that these institutions continue to see the development of the liberal arts curriculum as their principal mission. Noteworthy too is the fact that even in those instances where arrangements composed of public, private, or professional schools exist involving a variety of programs, liberal arts development is usually not excluded. A synthesis of editorial comments from officers of special-purpose institutions indicates a proclivity for utilizing the cooperative mechanism to strengthen general studies without weakening specialized curriculums. Commonly this is done in one of two ways: either by co-sponsoring a liberal arts program or by linking a professional program in the home institution to a well-developed liberal arts program elsewhere. Indicative of this trend is the development of inter-seminary cooperatives, inter-institute cooperatives in music and art, the many cooperative 3-2 engineering plans, and accelerated medical education cooperative endeavors. In this connection, George D. Culler, President of the Philadelphia College of Art, commented that:

The development of a strong core of liberal studies in specialized (professional) institutions is a long-standing and unresolved problem. This cooperative by our art school and a music school was an attempt to

strengthen the liberal studies program by operating one program for the two schools. There have been and continue to be operating problems, but a definitely stronger program justifies the effort.

Where foreign institutions participate, the program invariably expands or intensifies "the great dialogue" of the liberal tradition. Since applied studio arts relate to the traditional liberal arts as the practical relates to the theoretical, the data in Table 7 support the view that cooperative liberal education is expanding within the Commonwealth at the levels of intellectual and creative evolution.

Although Appendix J-1 acknowledges a wide range of cooperative activities in general as well as specialized curricula, it appears, according to Table 7, that significant activity in specialized studies is limited to five specific areas. Of the professional disciplines, teacher education receives the most emphasis with 32.7 percent of the private and public institutions presently claiming membership in cooperatives offering such programs. Examples of this include:

a. Undergraduate liberal arts colleges which send their students to larger institutions to fulfill professional course requirements for initial certification;

b. Institutions lacking accredited graduate programs offer select graduate courses in combination with other institutions so accredited; and,

c. Institutions accredited to offer graduate teacher education programs, but lacking specialized departments such as Educational Administration or Educational Research, join with institutions offering such programs leading to certification.

The fact that 65.0 percent of the professional schools reporting indicate cooperation in the study of theology is accounted for by the high incidence of theological seminaries in the survey population.

In the field of medicine, the cooperative mechanism has been employed for such purposes as to encourage more black students to prepare for careers in medicine and the related health professions, to improve utilization of the resources of institutions in a geographic vicinity, and to accelerate pre-medical education in undergraduate colleges.

Faculty and student exchange are identified in private, public and professional schools. The term exchange is differentiated from interchange as species from genus. The latter will be treated later (See Table 10). Exchange here implies the relocation of faculty members or students to another campus, domestic or foreign, for a minimum period of at least an academic term. Although approximately one quarter of the survey population participate in cooperative programs featuring faculty and/or student exchanges, the high incidence of such cooperation among professional schools is once again accounted for by the inclusion of seminary arrangements with universities offering accredited graduate programs at the doctoral level.

In assessing the status of interinstitutional cooperation in international projects, it is significant to note that although the public institutions show double the interest in proportion to the private

institutions, the recent introduction of a single program in international education in the state college system qualifies its appearance in so many institutional reports.

The practice of sharing admissions data and referring applications to neighboring institutions is borne out in Table 7. The goals of attaining racial balance and maintaining friendly relationships with sister colleges seem common to all types of institutions but are most often found among private institutions where higher tuition rates make such cooperation economic as well. Integral to the admissions process is the awarding of student financial aid. While cooperation in these areas is not particularly widespread, the evidence in Table 7 suggests the possibilities of further development in the future.

The only highly significant data in the major area of student affairs services, as indicated in Table 7, are the shared programs of social or cultural events. Affirmative responses from 36.1 percent of the 47 private institutions suggest that a number of liberal arts colleges which are not coeducational require program coordination due to the exigencies of student social and cultural life or the limitations of financial resources.

Since academic programs require supportive services such as instructional facilities and libraries, it is not surprising to note that 37.3 percent of the survey population share instructional facilities and 53.3 percent draw upon the resources of one another's libraries. The fact that the majority of responding institutions share library resources can be accounted for by the successful experience of the library interloan system which antedates the cooperative thrust in other academic and service areas. In fact, certain cooperatives exist for this purpose

exclusively. Interestingly, 90.0 percent of the professional schools share library resources, indicative perhaps of the highly specialized nature of their own acquisitions.

The apparent significance of the data in Table 7 pertaining to faculty recruitment is somewhat misleading inasmuch as a number of private institutions report membership in a college registry.

While Table 7 reveals that approximately 30 percent of all reporting institutions use the cooperative mechanism as a forum for the exchange of ideas and information, perhaps the more significant statistic is that approximately 70 percent of the respondents do not. Evidently the self-interests of institutional autonomy still prevail.

Appendix J-1 calls attention to the unusual number of health related professional programs lacking any responses on the questionnaire. These include dentistry, optometry, pharmacy, dental hygiene, health services and paramedical technologies. In addition, there exists but one arrangement each involving public health, physical therapy, and occupational therapy. In face of the stated manpower shortage in the health and health related professions, this appears to be indeed a futile field for interinstitutional cooperation.

3. Instructional Level--In response to the questionnaire items seeking information about the instructional levels at which cooperation occurs, the data in Table 8 reveal that 64.1 percent of participation takes place at the baccalaureate level. This suggests that within the Commonwealth the cooperative mechanism is currently employed principally to expand the curricula of undergraduate education. While the multi-laterals appear more likely to sponsor cooperation at the undergraduate

level, the bilaterals seem to place priority on cooperation at the graduate level, specifically the Master's and the Doctorate.

TABLE 8

PERCENTAGE OF RESPONSES DESCRIBING EXISTING COOPERATIVE ARRANGEMENTS
ACCORDING TO ACADEMIC LEVEL OF COOPERATION: 1970-71

Academic Level of Cooperation	Type of Arrangement					Grand Total (N=64) ^a
	Bilateral (N=38)	Multilateral			Total (N=26)	
		Small (N=17)	Medium (N=6)	Large (N=3)		
Percent ^b						
Associate	2.6	11.8	—	—	7.7	4.7
Baccalaureate	57.9	70.6	83.3	66.7	73.1	64.1
Master's	44.7	35.3	16.7	66.7	34.6	40.6
Doctorate	15.8	17.6	—	—	11.5	14.1
Professional	18.4	29.4	16.7	33.3	26.9	21.9

^aThe question is inappropriate for the 12 existing cooperatives not involved in the sharing of academic programs.

^bPercentages do not total 100 because most of the arrangements cooperated at more than one academic level.

4. Methods of Awarding Degrees--The methods by which degrees are awarded are reducible to two: by each institution or by select institutions. Of the two alternatives, Table 9 notes that 72.7 percent of existing arrangements report that degrees are awarded by each member institution. In no case has the arrangement been authorized to award a degree. For the most part, degrees are awarded by select institutions when undergraduate colleges collaborate with institutions offering fully accredited graduate programs.

TABLE 9

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN METHODS OF AWARDING
DEGREES IN EXISTING COOPERATIVE ARRANGEMENTS: 1970-71

Methods of Awarding Degrees	Type of Arrangement					Grand Total (N=55)
	Bilateral (N=36)	Multilateral			Total (N=19)	
		Small (N=12)	Medium (N=5)	Large (N=2)		
Percent						
Selected institution(s).	33.3	8.3	40.0	—	15.8	27.3
Each institution	67.7	91.7	60.0	100.0	84.2	72.7
The arrangement.	—	—	—	—	—	—

5. Interchange--Earlier in this chapter mention was made of faculty exchange and student exchange as differentiated from interchange. The concept of interchange is generic, involving variations in the length of time intervals for the relocation of faculty and students as well as diversity in the use of institutional space or related resources. For the purposes of this study, the concept of cooperative interchange has been divided into three major elements--students, faculty, and facilities. As Table 10 indicates, 78.9 percent of institutions participating in cooperative relationships report some type of student interchange, with a preponderance of such activity occurring among cooperatives containing five or fewer members. The present study uncovered a wide range of student interchange programs including:

- a. Cross-registration for a single course or a group of courses;

b. Cooperative 5-year programs requiring the relocation of select students in courses for a specific number of academic terms such as the 3-2 cooperative plan in engineering;

c. Cooperative 4-year programs providing the opportunity for at least one term of study in a foreign university or in the Nation's Capital; and,

d. Unspecified interchange programs agreeing to the relocation of students for an academic year, a term, or less.

TABLE 10

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN TYPES OF INTERCHANGE
IN EXISTING COOPERATIVE ARRANGEMENTS: 1970-71

Types of Interchange	Type of Arrangement					Grand Total (N=76)
	Bilateral (N=39)	Multilateral			Total (N=37)	
		Small (N=18)	Medium (N=10)	Large (N=9)		
Percent ^a						
Students	84.6	88.9	50.0	66.7	73.0	78.9
Faculty.	61.5	66.7	70.0	66.7	67.6	64.5
Facilities	59.0	50.0	70.0	66.7	59.5	59.2

^aPercentages do not total 100 because cooperatives may participate in more than one type of interchange.

Similarly, faculty interchange has been characterized by a variety of activities ranging from a temporary relocation for a single lecture or lecture series to a term or even an academic year of permanent relocation. Simple faculty exchange with a domestic or foreign institution for a term or a year is not uncommon. About 65 percent of the

cooperatives interchange their faculties in one or more of the ways mentioned above.

Table 10 further discloses that 59.2 percent of the existing cooperatives interchange facilities. Although the term facilities employed in the questionnaire was intended to mean physical facilities, respondents understood the term in a far more generic sense and for that reason supplied unsought but highly useful data. Aside from day to day use of instructional facilities, respondents included the interchange of the resources of the library such as films, tapes, etc.; use of computer hardware as well as software (programs); the interchange of student health facilities as well as staff consultation; and, joint publication of public relations material.

6. Governance--With few exceptions cooperative arrangements embracing Pennsylvania's institutions of higher education retain administrative control within the cooperating member institutions. Approximately 97 percent of the cooperatives are governed by coordinating boards or committees composed of institutional personnel. The composition of these governing bodies may include institutional trustees, presidents or their administrative agents, institutional representatives elected or appointed at-large, or faculty members selected to represent particular academic units such as a department, school, or graduate council.

7. Financial Support--The sources of financial support presently available in Pennsylvania as reported in Table 11 include institutional funds as well as federal and other funds. Institutional funds alone support 62.5 percent of cooperative arrangements in this Commonwealth with 81.1 percent of the bilaterals financing the cooperative at the expense

of member institutions. It appears that the larger the cooperative becomes, the more likely it is to attract federal and other sources of financial support. In the main, the Federal Government is not a significant source of funding. In addition, the contribution of the State in support of these cooperative endeavors is minimal.

TABLE 11

PERCENTAGE OF RESPONSES DESCRIBING EXISTING COOPERATIVE ARRANGEMENTS
ACCORDING TO SOURCES OF FINANCIAL SUPPORT: 1970-71

Source of Financial Support ^a	Type of Arrangement					
	Bilateral (N=37)	Multilateral			Total (N=35)	Grand Total (N=72) ^b
		Small (N=16)	Medium (N=10)	Large (N=9)		
Percent						
Institutional funds only	81.1	68.8	30.0	11.1	42.9	62.5
Institutional and federal funds.	13.5	6.3	10.0	11.1	8.6	11.1
Institutional, federal, and other funds.	—	12.5	20.0	22.2	17.1	8.3
Institutional and other funds.	—	12.5	10.0	22.2	15.3	6.9
Federal and other funds.	—	—	10.0	22.2	8.6	4.2
Other only	5.4	—	20.0	11.1	8.6	6.9

^aFor the purposes of this study, "Other" includes foundation grants, membership fees, private gifts, or State grants. These sources of support may, of course, appear singly or in combination.

^bInformation about sources of financial support was not available for 4 of the 76 existing cooperative arrangements.

However, as Table 12 points out, the priority of institutional over cooperative programs in the budgeting process suggests that in the majority of cases, 66.2 percent, cooperatives have not attained sufficient sophistication to require a separate entry in institutional budgets.

TABLE 12

PERCENTAGE OF RESPONSES REPORTING PROVISION OF A LINE ITEM IN THE
INSTITUTIONAL BUDGET FOR THE SUPPORT OF SPECIFIC
COOPERATIVE ARRANGEMENTS: 1970-71

[N=100]^a

Responses	Percent
Yes	37.8
No	62.2

^aSee Appendix J-2.

8. Institutional Rationale For Membership--Among the various reasons for joining cooperative arrangements, Table 13 identifies 64.0 percent of the total number of respondents as having sought "to broaden the range of courses" available to their students. Without speculating on the degree to which students influenced this objective, it is refreshing to note the honesty with which 42.1 percent of the administrators who completed the questionnaire admitted that their institutions looked to cooperative ventures "to fill educational and cultural voids." The importance of "avoiding duplication by pooling resources" is acknowledged by 61.4 percent of the responding institutions. Evidently they recognize the fiscal desirability of avoiding duplication while broadening the range of course offerings. To attain this end 47.4 percent of the

respondents view "better utilization of special facilities and staff" as one effective means.

TABLE 13

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN REASONS FOR JOINING COOPERATIVE ARRANGEMENTS: 1970-71^a

Reasons For Joining Existing Cooperative Arrangements	Type of Institution ^b			
	Private (N=71)	Public (N=26)	Prof. (N=17)	Total (N=114)
	Percent			
To broaden range of courses	66.2	42.3	88.2	64.0
To avoid parochialism	29.6	19.2	58.8	31.6
To share advantages of larger institutions	52.1	46.2	11.8	44.8
To avoid duplication by pooling resources	60.6	53.8	76.5	61.4
To foster interdisciplinary degree programs	14.1	11.5	17.6	14.1
To more effectively implement community service goals	18.3	30.8	5.9	19.3
To help insure survival of the small college	38.0	—	17.6	26.3
To aid cooperative campus and architectural planning	—	—	—	—
To fill educational or cultural voids	47.9	38.5	23.5	42.1
To effectively coordinate study abroad programs	8.5	38.5	—	14.1
To coordinate approaches to the solution of common problems	31.0	42.3	47.1	36.0
To provide a common front for negotiations with other agencies or for influencing public policy . . .	12.7	3.8	11.8	10.6
To identify potential faculty and staff	1.4	7.7	—	2.7
To improve the socialization of students	21.1	15.4	23.5	20.2
To promote better utilization of special facilities and/or staff . .	50.7	53.8	23.5	47.4
To justify offerings in complex, low-enrollment programs or subjects	34.0	15.4	—	24.6
To encourage over-all fiscal economy	32.4	19.2	5.9	25.6

TABLE 13--Continued

Reasons For Joining Existing Cooperative Arrangements	Type of Institution			
	Private (N=71)	Public (N=26)	Prof. (N=17)	Total (N=114)
	Percent			
To better assess and meet local/ regional educational needs.	32.4	26.9	23.5	29.8
To involve the institution in the mainstream of education innova- tion.	31.0	11.5	23.5	25.6
To provide a source of upper-division work for students	22.5	7.7	17.6	18.4
Other	2.8	—	—	1.8

^aSee Appendix J-3.

^bPrivate includes independently-supported universities (14), colleges (56), and junior colleges (1). Public includes state-supported or state-related universities (3), colleges (20), and junior colleges (3). Professional includes special-purpose institutions (17).

Inasmuch as special facilities and staff, a broad range of courses, and joint appointments to two or more faculties are characteristic of American universities, it is not surprising to learn that 44.8 percent of the respondents sought membership in cooperatives in order "to share the advantages of larger institutions."

While 36.0 percent of the respondents identify a need "to coordinate approaches to the solution of common problems," as a reason for joining a cooperative, second thoughts lead to the conjecture that perhaps the remaining 64.0 percent, or a substantial percentage thereof, joined a cooperative precisely because they saw this mechanism as a "solution of common problems."

In terms of institutional type as listed in Table 13, preferences cluster about three additional checklist items. The indication that 58.8 percent of the responding professional schools joined cooperatives "to avoid parochialism" is accounted for by the large number of theological seminaries that checked this item. Possibly the advent of ecumenism and social activism in the churches serves as a philosophical basis for their interinstitutional engagements. The effort to establish in the State colleges programs with an international dimension largely explains the reason why 38.5 percent of the public institutions offered that they joined a cooperative "to effectively coordinate study abroad programs." It is alarming to learn that 38.0 percent of the private institutions surveyed related that they decided to participate in cooperatives "to help insure survival of the small college." It is even more alarming when the percentage is viewed in terms of the precise institutions concerned -- 1 junior college, 24 colleges and 2 universities (see Appendix J-2)! In this connection, David Kurtzman notes that "the private universities are in serious trouble, and they've got to be helped too (Colangelo, 1971, p. 1)."

C. An Evaluative Analysis of Existing Cooperative Arrangements

The data-gathering instrument, "Questionnaire B (PART TWO)," also gave the correspondents an opportunity to appraise their experience in cooperative arrangements first in general terms, then in terms of certain favorable and unfavorable evaluative criteria. According to Table 14, a decided majority, 93.7 percent, of the 110 responding institutions contend that the results of their efforts in interinstitutional cooperation have been generally worthwhile. More specifically, in

response to the question as to how worthwhile the experience was, 48.2 percent maintain "very much so" and 45.5 percent, "yes."

TABLE 14

PERCENTAGE OF RESPONSES REPORTING THE RELATIVE SUCCESS OF INSTITUTIONAL EFFORTS IN INTERINSTITUTIONAL COOPERATION, BASED ON INDEPENDENT EVALUATIONS OF EXISTING COOPERATIVE ARRANGEMENTS BY MEMBER INSTITUTIONS^a

Criteria	Type of Institution ^b			
	Private (N=71)	Public (N=23)	Prof. (N=16)	Total (N=110) ^c
Percent				
Very much so	43.7	56.5	56.3	48.2
Yes.	49.3	34.8	43.7	45.5
Doubtful	5.6	8.7	—	5.5
No	1.4	—	—	.8

^aSee Appendix J-4

^bPrivate includes independently-supported universities (14), colleges (56), and junior colleges (1). Public includes state-supported and state-related universities (3), colleges (17), and junior colleges (3). Professional includes 16 special-purpose institutions.

^cSix institutions did not respond to this question.

The evidence above points to the clear conclusion that Pennsylvania's institutions of higher education are generally satisfied with the outcomes associated with participation in interinstitutional cooperative arrangements. Furthermore, the general satisfaction with the cooperative mechanism is apparently not unique to Commonwealth institutions. A study conducted in 1965-66 embracing a much broader survey population but using parallel evaluative criteria offered conclusive

evidence of unusual success. Of the 1,314 evaluative responses pertaining to graduate-level consortiums, an almost identical proportion, 94.0 percent, expressed satisfaction with the results of the cooperative process (Moore, 1968, p. 18). In an effort to delineate the particular evaluative comments subalternate to the universal, the questionnaire sought specific favorable and unfavorable observations characteristic of the cooperative experience. For purposes of comparison the "favorable" checklist items in Table 15 are identical with the reasons for joining cooperative arrangements presented in Table 13.

A comparative inspection of Tables 15 and 13 suggests two alternative explanations of the nearly perfect correlation between certain expectations and accomplishments. On the one hand, perhaps the principle of "selective perception" obtains; i.e., that preconceived expectations determine the nature of subsequent observations. On the other hand, perhaps the cooperatives have actually achieved aprioristic expectations. In any event, as Table 16 indicates, the institutions report that the results of their experiences closely approximate their reasons for joining.

The outstanding example of realization exceeding expectations is evident among the professional schools where 58.8 percent (Table 13) report that they were motivated in part to join cooperatives in order to "avoid parochialism" and subsequently 100.0 percent (Table 15) aver that membership in cooperatives counteracted tendencies toward parochialism.

However, it is also important to observe the limitations of the cooperative mechanism as evidenced in the responses of the private sector.

TABLE 15

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN FAVORABLE CHARACTERISTICS OF THE COOPERATIVE PROCESS, BASED ON INDEPENDENT EVALUATIONS OF EXISTING COOPERATIVE ARRANGEMENTS BY INSTITUTIONAL MEMBERS: 1970-71^a

Favorable Characteristics	Type of Institution ^b			
	Private (N=71)	Public (N=23)	Prof. (N=17)	Total (N=111) ^c
	Percent			
Broadens range of courses	66.2	39.1	94.1	64.8
Avoids parochialism	34.0	17.4	100.0	40.5
Shares advantages of larger institutions	57.7	34.8	35.3	49.5
Avoids duplication by pooling resources	53.5	65.2	76.5	58.6
Fosters interdisciplinary degree programs	21.1	8.7	35.3	20.7
More effectively implements community service goals	16.9	26.1	17.6	18.9
Helps insure survival of the small college	31.0	—	—	19.8
Aids cooperative campus and architectural planning	1.4	—	—	.9
Fills educational or cultural voids	49.3	47.8	29.4	45.9
Effectively coordinates study abroad programs	7.0	30.4	—	10.8
Coordinates approaches to the solution of common problems	31.0	39.1	41.1	34.2
Provides a common front for negotiating with other agencies or for influencing public policy	12.7	13.0	—	11.7
Identifies potential faculty and staff	2.8	8.7	—	3.6
Improves the socialization of students	18.3	13.0	23.5	18.0
Promotes better utilization of special facilities and/or staff	54.9	47.8	23.5	48.6
Justifies offerings in complex, low-enrollment programs or subjects	26.8	26.1	—	22.5
Encourages over-all fiscal economy	25.4	34.8	5.9	24.3
Better assesses and meets local/regional educational needs	26.8	30.4	—	23.4
Involves the institution in the mainstream of education innovation	35.2	39.1	11.8	32.5
Other	2.8	—	—	1.8

^aSee Appendix J-5.

^bPrivate includes independently-supported universities (11), colleges (30), and junior colleges (1). Public includes state-supported and state-related universities (1), colleges (7), and junior colleges (1). Professional includes special-purpose institutions (8).

^cOf the 116 independent evaluations submitted, 57 statements contained no unfavorable comments.

TABLE 16
A COMPARISON OF PERCENTAGES OF SELECTED RESPONSES
RELATING TO INSTITUTIONAL EXPECTATIONS AND
FAVORABLE EVALUATIONS: 1970-71

Institutional Expectations	Selected Responses	Favorable Evaluations
Percent		Percent
64.0	Broadens range of courses	64.8
44.8	Shares advantages of larger institutions	49.5
61.4	Avoids duplication by pooling resources	58.6
42.1	Fills educational or cultural voids	45.9
36.0	Coordinates approaches to the solution of common problems	34.2
47.4	Promotes better utilization of special facilities and/or staff	48.6

For example, only 31.0 percent (Table 15) indicate that membership in cooperatives helped to insure their survival although 38.0 percent (Table 13) report early interest in the cooperative mechanism as a means to that end. Evidently the cooperative mechanism alleviates institutional problems. It does not eliminate them.

Development of cooperative arrangements is, of course, still in process. Although 49.1 percent of the 116 evaluative responses offered "no unfavorable comments," nonetheless, as illustrated in Table 17, technical difficulties were identified related to the calendar, geographic location, current financial restrictions, and the absence of evaluative reporting. The lack of evaluative feedback is understandable since interinstitutional cooperative arrangements are, in

the main, a recent phenomenon in the Commonwealth. Again the data in Table 17 support the contention that cooperative ventures are highly successful in Pennsylvania even though a few adjustments of a technical nature need to be made.

D. A Descriptive Analysis of the Potentiality for Expanded Participation in Cooperative Arrangements

In addition to examining the current status of interinstitutional cooperation within the Commonwealth, information about current plans for expanding existing cooperatives within the next five years seemed integral to a complete evaluation of this mechanism. A total of 63 responses from institutions actively participating in cooperative arrangements provide evidence of a genuine interest in developing the potentiality of expanded cooperation as disclosed in Table 18.

Concerning the future of the cooperative process in this Commonwealth, Table 18 sounds a note of optimism in that 65.1 percent of the institutions participating presently in cooperative arrangements plan to explore the possibilities of expanded participation within the next five years. Indecision on the part of 28.5 percent of the respondents cannot be assumed to indicate doubts about the value of such arrangements. Rather, the recent origin of many cooperatives and the dearth of evaluative reporting noted earlier suggest the possibility that for some institutions it is as yet too early to expand a relatively new enterprise.

TABLE 17

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN UNFAVORABLE CHARACTERISTICS OF THE COOPERATIVE PROCESS, BASED ON INDEPENDENT EVALUATIONS OF EXISTING COOPERATIVE ARRANGEMENTS BY INSTITUTIONAL MEMBERS: 1970-71^a

Unfavorable Characteristics	Type of Institution ^b			
	Private (N=42)	Public (N=9)	Prof. (N=8)	Total ^c (N=59)
Percent				
Stifles interinstitutional competition	2.4	—	—	1.7
Leads to significant loss of institutional autonomy.	7.1	—	25.0	8.5
Requires too much administrative red tape	19.0	—	12.5	15.3
Stronger institution tends to dominate	19.0	11.1	25.0	18.6
Geographic location impedes this cooperative venture.	26.2	33.3	37.5	28.8
Needs are not well established/communicated	11.9	—	37.5	11.9
Lacks evaluative reporting	28.6	33.3	37.5	30.5
Encourages student transfers to other institutions	7.1	—	—	5.1
Parietal responsibility constricts the arrangement.	2.4	11.1	25.0	5.1
Competes for priority over institutional objectives.	7.1	22.2	—	8.5
Tends toward growing depersonalization	—	—	—	—
Some institutions are apathetic. . .	16.7	—	25.0	15.3
Faculty lack interest.	21.4	22.2	25.0	22.0
Current financial resources restrict participation	23.8	22.2	50.0	27.1
Technical problems related to registration	23.8	11.1	25.0	22.0
Technical problems related to tuition.	14.3	11.1	12.5	11.9
Technical problems related to calendar	28.6	44.4	—	27.1
Students lack interest	14.3	22.2	—	11.9
Other	7.1	—	—	5.1

^aSee Appendix J-5.

^bPrivate includes independently-supported universities (14), colleges (56), and junior colleges (1). Public includes state-supported and state-related universities (2), colleges (18), and junior colleges (3). Professional includes special-purpose institutions (17).

^cOf the 116 independent evaluations submitted, 5 statements contained no favorable comments.

TABLE 18

PERCENTAGE OF RESPONSES FAVORING EXPLORATION OF THE POSSIBILITIES
OF EXPANDED PARTICIPATION IN COOPERATIVE ARRANGEMENTS
WITHIN THE NEXT FIVE YEARS: 1970-71

[N=63]^a

Responses	Percent
Yes	65.1
No.	6.4
Undecided	28.5

^aSee Appendix K-1.

To return to an earlier distinction between academic and service areas of cooperation, Table 19 lists selected responses from 54 institutions interested in expanding academic programs and 45 reviewing the potentialities of expansion in service programs. The success of programs already popular within the State, as revealed in Table 7, is further supported by the data in Table 19 which indicates a significant interest on the part of the respondents to expand cooperation in those academic and service programs which are, in fact, currently popular. If 40.0 percent is adopted as the minimally acceptable percentage for expecting significant development, one can project that within the next five years institutions currently participating in cooperatives will extend their interest beyond presently popular programs into other

areas listed in Table 19. They are: black studies, interdisciplinary studies, computer science, computer facility, and instructional television.

TABLE 19

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN POTENTIAL AREAS OF EXPANDED COOPERATION IN COOPERATIVE ARRANGEMENTS: 1970-71^a

Potential Areas of Expanded Cooperation	Type of Institution ^b			
	Private (N=35)	Public (N=9)	Prof. (N=10)	Total ^d (N=54)
Percent				
Academic Programs				
One or more of the traditional arts and sciences departments	65.7	55.6	40.0	59.3
One or more of the applied studio arts (music, art, drama)	40.0	77.8	20.0	42.6
Area studies	45.7	33.3	—	35.2
Black studies	45.7	33.3	40.0	42.6
Theology	14.3	—	60.0	20.4
Interdisciplinary studies	34.3	66.7	40.0	40.7
Education, teacher	37.1	88.9	—	38.9
Social work	25.7	66.7	10.0	29.6
Communication arts (journalism, radio, T.V.)	14.3	55.6	40.0	25.9
Computer science	45.7	66.7	10.0	40.7
Nursing	22.9	66.7	—	25.9
Medicine	2.9	22.2	40.0	13.0
Health services & paramedical technologies	14.3	66.7	10.0	22.2
International projects	37.1	33.3	—	29.6
Faculty exchange	62.9	66.7	40.0	59.3
Student exchange	45.7	44.4	20.0	40.7
Co-sponsorship of a doctoral program	5.7	22.2	30.0	13.0

TABLE 19--Continued

Potential Areas of Expanded Cooperation	Type of Institution ^c			
	Private (N=29)	Public (N=8)	Prof. (N=8)	Total (N=45)
Percent				
Service Programs				
Recruitment and admission (students)	37.9	37.5	37.5	37.8
Student financial aid.	34.5	25.0	62.5	37.8
Employment placement	27.6	25.0	25.0	26.7
Computer facility.	62.1	37.5	37.5	53.3
Instructional facility	51.7	37.5	37.5	46.7
Library facility/services/resources.	34.5	50.0	87.5	46.7
Forum for exchange of ideas/ information.	37.9	50.0	50.0	42.2
Faculty recruitment.	27.6	37.5	12.5	26.7
Social or cultural events.	48.3	50.0	50.0	48.9
Urban affairs project.	34.5	25.0	37.5	33.3

^aSee Appendix K-2.

^bPrivate includes universities (5), colleges (29), junior colleges (1). Public includes universities (2), colleges (5), and junior colleges (2). Professional includes special-purpose, degree-granting institutions (10).

^cPrivate includes universities (4), colleges (24), junior colleges (1). Public includes universities (1), colleges (5), and junior colleges (2). Professional includes special-purpose institutions (8).

^dThe N's differ for academic and service programs because of the 59 institutions expressing general interest in expanded cooperation, 5 institutions indicated no interest in expanded cooperation in academic programs while 14 institutions indicated no interest in expanded cooperation in service programs.

E. A Descriptive and Evaluative Analysis of the Potentiality for
Initial Participation in Cooperative Arrangements

As a second step in the process of examining the potentiality for interinstitutional cooperation in Pennsylvania in the next five years, information was obtained from 32 institutions not currently participating in cooperative arrangements. In this connection Table 20 draws attention to the affirmative response of 87.5 percent of the institutions who report an interest in exploring initial participation. The high incidence of affirmative responses here, when taken together with the 65.1 percent of participants who favor expanded cooperation (Table 18), predicts greater utilization of the cooperative mechanism in the near future.

TABLE 20

PERCENTAGE OF RESPONSES FAVORING EXPLORATION OF THE POSSIBILITIES OF
INITIAL PARTICIPATION WITHIN THE NEXT FIVE YEARS: 1970-71

[N=32]^a

Responses	Percent
Yes	87.5
No.	3.0
Undecided	9.5

^aSee Appendix L-1.

The 32 institutions in this part of the survey population were asked to stipulate those factors which positively motivate them toward initial participation and those which create apprehension for them. Table 21 discloses that of the 30 institutions positively motivated toward initial participation, 50.0 percent or more specify five select factors. They view a cooperative as a possible means of promoting

TABLE 21
 PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN POSITIVELY MOTIVATING
 FACTORS TOWARD INITIAL PARTICIPATION IN
 COOPERATIVE ARRANGEMENTS: 1970-71^a

Positive Motivational Factors	Type of Institution ^b			
	Private (N=14)	Public (N=10)	Prof. (N=6)	Total (N=30)
	Percent			
Broadens range of courses	78.5	50.0	50.0	63.3
Avoids parochialism	64.2	30.0	—	40.0
Shares advantages of larger institutions.	57.1	30.0	16.7	40.0
Avoids duplication by pooling resources	78.5	40.0	66.7	63.3
Fosters interdisciplinary degree programs.	50.0	30.0	—	33.3
More effectively implements commun- ity service goals	21.4	10.0	16.7	16.7
Helps insure survival of the small college	35.7	—	66.7	30.0
Aids cooperative campus and architectural planning.	—	—	—	—
Fills educational or cultural voids	85.7	50.0	16.7	60.0
Effectively coordinates study abroad programs	35.7	30.0	—	26.7
Coordinates approaches to the solution of common problems . . .	42.8	40.0	33.3	40.0
Provides a common front for nego- tiations with other agencies or for influencing public policy . .	35.7	30.0	16.7	30.0
Identifies potential faculty and staff	—	—	—	—
Improves the socialization of students.	35.7	10.0	16.7	23.3
Promotes better utilization of special facilities and/or staff .	78.5	70.0	33.3	66.7
Justifies offerings in complex, low-enrollment programs or subjects.	42.8	50.0	33.3	43.3
Encourages over-all fiscal economy.	64.2	60.0	50.0	53.3
Better assesses and meets local/ regional educational needs. . . .	50.0	40.0	—	36.7
Involves the institution in the mainstream of education inno- vation.	57.1	40.0	33.3	46.7
Other	7.1	—	—	3.3

^aSee Appendix L-2.

^bPrivate includes independently-supported universities (1), colleges (9), and junior colleges (4). Public includes state-supported and state-related universities (0), colleges (3), and junior colleges (7). Professional includes other special-purpose, degree-granting institutions (6).

better utilization of facilities and/or staff, broadening the range of courses, avoiding duplication, filling educational or cultural voids, and encouraging over-all fiscal economy. In contrast to these expectations, it is interesting to note the evaluations of experienced participants reported in Table 15. Although experienced participants did not acknowledge that the cooperative process had achieved a high degree of over-all fiscal economy, on the other four factors their experience indicated a substantial measure of success. The cooperative mechanism alone may not reduce costs. Experience dictates it should increase cost effectiveness.

Initial participation is viewed with some degree of apprehension by 19 institutions. According to Table 22, 57.9 percent have misgivings about the problems of geographic location, 52.6 percent about the amount of administrative red tape involved, 42.1 percent about domination by the stronger institution, and 36.8 percent about technical problems related to calendar. In agreement with these concerns, the experience of participants reported in Table 17 supports the apprehension of non-participants regarding dissimilar calendars and geographic location. Although experience acknowledges the need for technical adjustments in the cooperative process, it does not support the anxiety of non-participants over administrative red tape or dominance by a stronger institution.

TABLE 22

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN FACTORS CREATING
 APPREHENSION ABOUT INITIAL PARTICIPATION IN
 COOPERATIVE ARRANGEMENTS: 1970-71^a

Factors Creating Apprehension	Type of Institution ^b			
	Private (N=10)	Public (N=7)	Prof. (N=2)	Total (N=19) ^c
	Percent			
Stifles interinstitutional competition	—	—	—	—
Leads to significant loss of institutional autonomy.	20.0	—	—	10.5
Requires too much administrative red tape	50.0	57.1	50.0	52.6
Stronger institution tends to dominate	40.0	42.9	50.0	42.1
Geographic location impedes cooperative ventures	60.0	85.7	—	57.9
Need is not well established/communicated	30.0	—	50.0	21.1
Lacks evaluative reporting	—	—	—	—
Might encourage student transfers to other institutions.	10.0	—	50.0	10.5
Parietal responsibility precludes such arrangements.	—	—	—	—
Competes for priority over institutional objectives.	10.0	28.6	50.0	21.1
Tends toward growing depersonalization.	—	—	—	—
Some institutions are apathetic.	10.0	14.3	—	10.5
Faculty lack interest.	—	—	50.0	5.3
Current financial resources prevent participation	30.0	42.9	—	31.6
Technical problems related to registration	20.0	—	—	10.5
Technical problems related to tuition.	30.0	28.6	—	26.3
Technical problems related to calendar	50.0	28.6	—	36.8
Students lack interest	10.0	—	—	5.3
Other.	10.0	—	—	5.3

^aSee Appendix I-3.

^bPrivate includes privately-supported universities (1), colleges (6), and junior colleges (3). Public includes state-supported and state-related universities (0), colleges (2), and junior colleges (5). Professional includes other special-purpose, degree-granting institutions (2).

^cThe N's differ from TABLE 21 because 13 institutions reported feeling no apprehension at all about initial participation in cooperative arrangements.

In keeping with the procedure adopted for participants, non-participants were also given an opportunity to specify the particular academic and service areas in which they project potential cooperation. As before, 40 percent again serves as the minimally acceptable percentage for projecting significant developments. The specific academic and service programs most highly favored by non-participants, as presented in Table 23, parallel either the most popular programs presently sponsored by existing cooperatives or the expansion preferences of participating institutions. Among academic programs non-participants report greatest interest in traditional arts and sciences, applied studio arts, computer/science, as well as faculty and student exchange. Of the service programs, non-participants generally prefer sharing computer library facilities, developing a forum for the exchange of ideas or information, and engaging in joint sponsorship of social or cultural events.

Taken collectively, the responses of participants and non-participants in interinstitutional cooperative arrangements indicate that:

1. Expansion of cooperative programs is inevitable;
2. Cooperation will expand in those areas currently popular;

and,

3. Significant developments can be anticipated in certain other areas; specifically black studies, interdisciplinary studies, and instructional television, with particular emphasis on computer science and computer facility sharing.

TABLE 23

PERCENTAGE OF RESPONSES ACKNOWLEDGING CERTAIN POTENTIAL AREAS OF INITIAL COOPERATION IN COOPERATIVE ARRANGEMENTS: 1970-71^a

Potential Areas of Initial Cooperation	Type of Institution ^b			
	Private (N=14)	Public (N=10) ^c	Prof. (N=7)	Total (N=31)
Percent				
Academic Programs				
One or more of the traditional arts and sciences departments	64.3	50.0	14.3	48.4
One or more of the applied studio arts (music, art, drama).	64.3	50.0	28.6	51.6
Area studies.	35.7	40.0	—	29.0
Ethnic studies.	28.6	50.0	14.3	32.3
Black studies	42.9	50.0	14.3	38.7
Interdisciplinary studies	35.7	40.0	—	29.0
Education, teacher.	35.7	30.0	14.3	29.0
Social work	28.6	40.0	—	25.8
Communication arts (journalism, radio, T.V.).	28.6	40.0	14.3	29.0
Computer science.	71.4	30.0	14.3	45.2
Nursing	7.1	50.0	14.3	22.6
Data processing technologies.	57.1	30.0	14.3	38.7
Health services and paramedical technologies.	21.4	50.0	28.6	32.3
Faculty exchange.	57.1	70.0	28.6	54.8
Student exchange.	57.1	50.0	28.6	48.4
Faculty/administration development program.	14.3	40.0	28.6	25.8
Assisting developing institutions for regional/professional accreditation	35.7	10.0	14.3	22.6

TABLE 23--Continued

Potential Areas of Initial Cooperation	Type of Institution ^b			
	Private (N=14)	Public (N=10) ^c	Prof. (N=7)	Total (N=31)
Percent				
Service Programs				
Recruitment and admission (students)	28.6	30.0	14.3	25.8
Employment placement	28.6	40.0	—	25.8
Computer facility.	57.1	30.0	42.9	45.2
Instructional T.V.	28.6	40.0	28.6	32.3
Library facility/services/ resources.	64.3	50.0	42.9	54.8
Forum for exchange of ideas/ information.	35.7	60.0	28.6	41.9
Social or cultural events.	64.3	60.0	—	48.4
Travel service	21.4	30.0	14.3	22.6
Government relations office.	35.7	20.0	—	22.6
Purchasing	28.6	20.0	14.3	22.6
Insurance programs	35.7	20.0	—	22.6
Credit Union	21.4	30.0	14.3	22.6

^aSee Appendix L-4.

^bPrivate includes independently-supported universities (1), colleges (9), and junior colleges (4). Public includes state-supported and state-related universities (0) colleges (4), and junior colleges (6). Professional includes other special-purpose, degree-granting institutions (7).

^cThe N for public institutions differs from TABLE 21 because one institution indicated no interest in initial participation in cooperative arrangements.

F. A Graphic Method of Describing Cooperative Arrangements

One of the objectives of this research project was to develop a graphic method of describing the various types of cooperative arrangements existing in the Commonwealth of Pennsylvania. A subsequent search of the literature in the field revealed that Hayward (1970, p. 32) had

already introduced a classification scheme in which symbols are used to represent certain elements common to the structure of a consortium. As a consequence, the following symbolic method of comparing cooperatives incorporates many aspects of Hayward's scheme. It is important to note, however, that the present schema should not be viewed as a duplication of Hayward's system, but rather as an extension of it. In short, the two schemata are complementary.

After studying the key preceding and the legend accompanying the following diagrams, the observer should be able to examine any symbolic illustration of an existing cooperative arrangement in the Commonwealth and readily recognize its components as well as their relationships to one another. This method of graphic description should be a useful supplement to narrative descriptions of cooperatives.

It is beyond the scope of this study to attempt to portray each one of the 76 existing cooperative arrangements in the Commonwealth. The following selected illustrations of prevailing cooperative arrangements merely serve to demonstrate how a symbolic method can be used as a visual aid in describing and comparing various types of cooperative arrangements.

Key to Graphic Illustrations of Cooperative Arrangements

Structural Elements

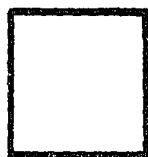
Descriptive Symbols

1. Type of institution participating in the cooperative.

1. Assorted geometrical figures.



College



University



Junior/Community
College



Professional School

Structural ElementsDescriptive Symbols

2. Number of participating institutions.
3. Size of participating institutions in terms of enrollment. (small vs. large).
4. Institutional control (public vs. private).

2. Number of geometrical figures.
3. Various sizes of geometrical figures.
4. Shading of geometrical figures.



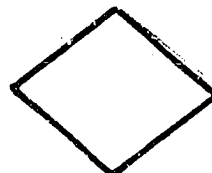
Public



Private

5. Specific type of cooperative venture.
 - a. "Simple Cooperative" - Academic programs located on campus(es) of member institutions.
 - b. "Center" - All programs located at off-campus non-degree granting units.
 - c. "Network" - A completely non-academic system of interconnected service programs, most often related to library or computer services.

5. Indicated by assorted "core" geometrical figures.



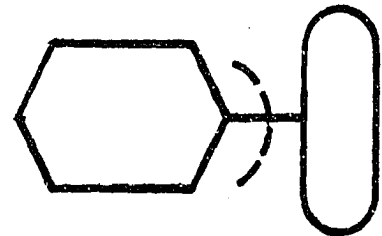
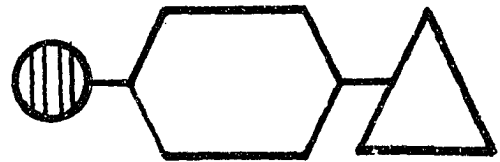
6. Geographical separation of participating institutions (close proximity to geographically distant).
 - a. "Close proximity" - Institutional figures are contiguous to core figures.

6. Placement of institutional symbols in relation to core symbols.



Structural Elements

- b. "Geographically distant" - Institutional figures are linked to core figures by a straight line.
- c. "Out-of-state" participants - Appropriate institutional symbols placed outside of a broken straight line representing the State's boundary.
- d. "Foreign" participants - Appropriate institutional symbols placed outside of a broken curved line representing the continental limits.

Descriptive Symbols

7. Kind of shared programs.

"A" - Signifies academic programs. Numbers following the letter "A" represent specific areas of cooperation.

"S" - Signifies service programs. Numbers following the letter "S" represent specific areas of cooperation.

a. Key to Specific Areas of Cooperation

S-1 = Library facilities/other special resource facilities

S-2 = Plant facilities

S-3 = Student services/activities

S-4 = Central administrative/contractual services

A-5 = Special urban or international projects

A-6 = Shared academic programs

A-7 = Faculty exchange

A-8 = Student exchange

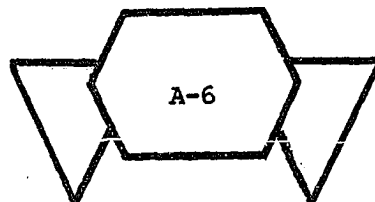


Figure 1.

Joint Liberal Studies Program

Philadelphia College of Art
Philadelphia Musical Academy

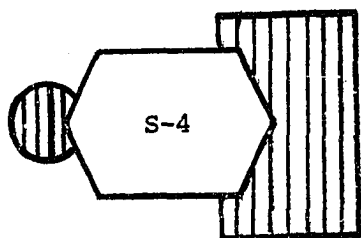


Figure 2.

Community College Internship in
Higher Education

Community College of Allegheny
County
University of Pittsburgh

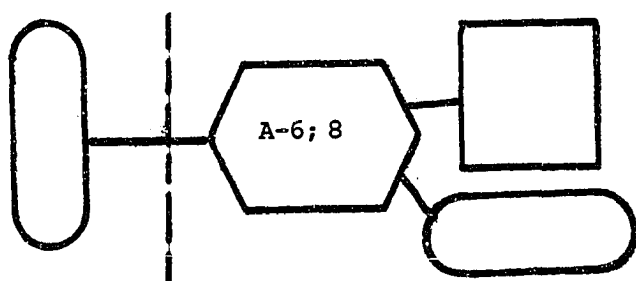


Figure 3.

Washington Semester

Susquehanna University
Juniata College
American University

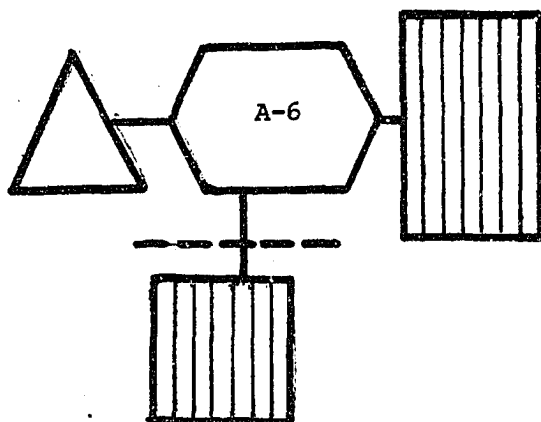
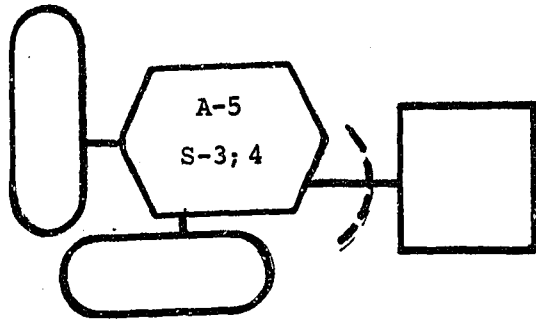


Figure 4.

Accelerated Liberal Arts Medical
Education Program

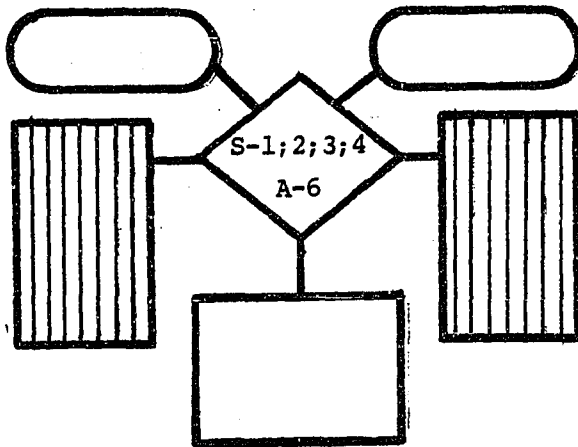
Thomas Jefferson University
University of Delaware
Pennsylvania State University



Junior Year in Great Britain

Beaver College
 Franklin & Marshall College
 University of Lancaster
 (England)

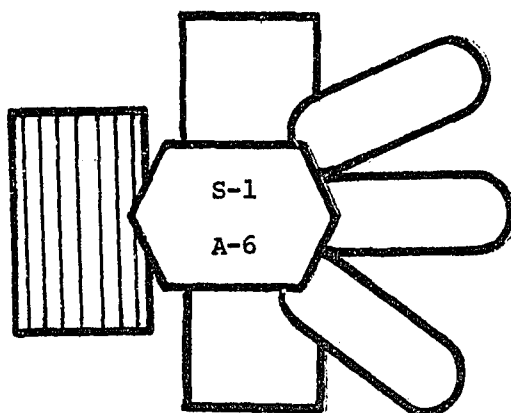
Figure 5.



University Center at Harrisburg

Elizabethtown College
 Lebanon Valley College
 Pennsylvania State University
 Temple University
 University of Pennsylvania

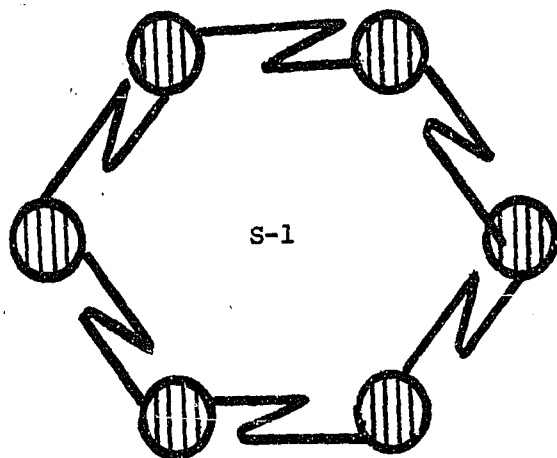
Figure 6.



Pittsburgh Council for Higher Education

University of Pittsburgh
 Carlow College
 Chatham College
 Point Park College
 Duquesne University
 Carnegie-Mellon University

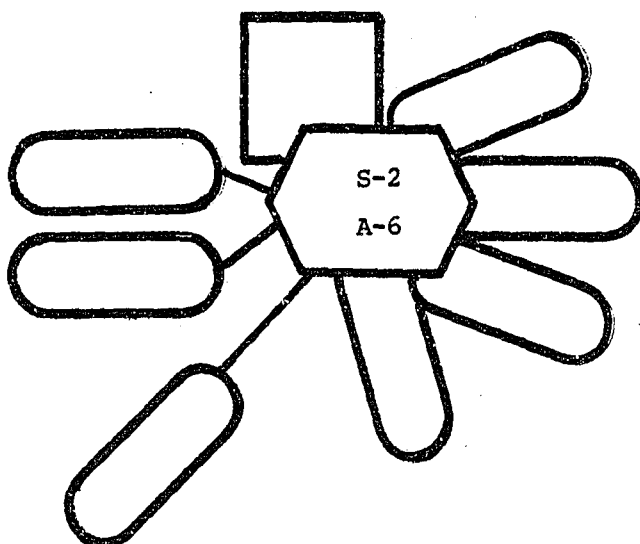
Figure 7.



Film Library Inter-College
Cooperative

- Northampton County Community College
- Philadelphia Community College
- Bucks County Community College
- Montgomery County Community College
- Delaware County Community College
- Luzerne County Community College

Figure 8.



Lehigh Regional Consortium for
Graduate Teacher Education

- Lehigh University
- Allentown College
- Beaver College
- Muhlenburg College
- Ursinus College
- Marywood College
- Wilkes College
- Moravian College

Figure 9.

IV. SUMMARY OF FINDINGS AND CONCLUSIONS

In general, this study attempted to find answers to the following questions:

1. What substantive research is available on the topic of interinstitutional cooperation in higher education?
2. What is the judgment of leading American educators as to the value of interinstitutional cooperation?
3. Is there a need for systematic evaluative research related to interinstitutional cooperation in the Nation and, in particular, in the Commonwealth?
4. Given a genuine need for research, what is the status of interinstitutional cooperation in Pennsylvania?
5. What is the relative success of the cooperative mechanism in Pennsylvania based on the experience of institutions participating in cooperative arrangements?
6. What is the potentiality for expanded use of the cooperative mechanism in the Commonwealth of Pennsylvania?

In response to the questions above, Chapters 2 and 3 provide descriptive and evaluative information that can be summarized as follows:

1. Substantive Research--Although a review of the literature related to interinstitutional cooperation provides extensive descriptive information, there is a dearth of recorded information based on systematic evaluative research.
2. Expert Opinion--In spite of the lack of systematic evaluative research, the cooperative movement continues to attain new levels of recognition and support among leading American educators.

3. Justification for Research--These same educators repeatedly call for more systematic investigation of the cooperative process in order to ascertain the relative success of such ventures in attenuating stress in higher education. Even though Pennsylvania's Master Plan for Higher Education supports the establishment of cooperative programs, no published state-wide report describing existing cooperative arrangements or evaluating their relative success could be found.

4. Status of Interinstitutional Cooperation in Pennsylvania--Of the 149 non-profit, authorized degree-granting institutions of higher education in Pennsylvania, 138 or 92.6 percent responded to the "Exploratory Survey." Of the 138 respondents, 98 institutions, 71.1 percent, reported participation in cooperative arrangements as defined in this study. Since 20 institutions preferred to be excluded from phase two of the research project, a second questionnaire entitled "Interinstitutional Survey" was forwarded to 118 correspondents. Of 118 institutions, returns were received from 98 institutions or 83.0 percent. From the data supplied by this survey population, the following generalizations obtained:

a. Although the descriptive and evaluative data is based on 116 statements by 66 institutions, cross-referencing data identified at least 100 institutions of higher education currently participating in cooperative arrangements in Pennsylvania. This technique revealed that 63 privately-supported, 25 publicly-supported, and 12 professional schools are engaged in cooperative activities. In retrospect, only 98 institutions identified themselves in the "Exploratory Survey."

b. Cross-referencing of information also identified the existence of 76 cooperative arrangements encompassing 39 bilaterals and 37

multilaterals. It is instructive to observe that this technique permitted the assembling of information about the cooperative activities of institutions professing either an inability or an unwillingness to complete the data-gathering instruments. A total of only 11 institutions did not actively contribute information to this study; i.e., the "Exploratory Survey," the "Interinstitutional Survey," or other forms of correspondence (see Appendix A).

c. Among a variety of reasons given for participating in a cooperative venture, the most commonly offered purpose is that of broadening the range of courses available without needlessly duplicating resources existing elsewhere.

d. Regarding the structure of cooperatives in Pennsylvania, the typical arrangement has a life experience of about six years; is not legally incorporated; does not yet employ a full-time executive director; is governed by coordinating bodies composed of institutional personnel; and, is financed principally by institutional funds. The arrangement itself confers no degrees. Most often instruction takes place at the undergraduate level with academic degrees awarded by member institutions if appropriate.

e. Although cooperatives share a diversity of academic and service programs in the Commonwealth, they evidence an overriding concern for the development of undergraduate liberal arts curriculums, facilitated by faculty and student interchange, as well as by use of one another's libraries, lecture halls, or laboratories.

5. Evaluation of the Cooperative Mechanism in Pennsylvania--The most significant evaluative comment that can be made is that 93.7 percent of the reporting institutions currently participating in shared

programs contend that their efforts here have been worthwhile. A comparison of the reasons given for joining a cooperative with institutional evaluations of subsequent experience, leads to the conclusion that institutions generally find that their expectations regarding participation in cooperative programs have been fully realized. Minor difficulties are, of course, inevitable. This merely points to the conclusion that the cooperative process can rightfully be expected to alleviate institutional problems, not eliminate them.

6. Potentiality of the Cooperative Mechanism in Pennsylvania--

Within the next five years, it is reasonable to project the rapid expansion of existing cooperatives and the introduction of new and different programs. The apprehension of institutions hesitant about entering cooperative ventures for the first time are largely dispelled when examined against the background of the experience of current participants. More evaluative reporting may or may not further assuage those fears.

One of the most revealing developments related to the future of interinstitutional cooperation is the re-introduction of legislation calling for the establishment of a National Foundation for Higher Education in the 92nd Congress (S. 1062 and H.R. 5192). The creation of this foundation was first proposed in December, 1968, by the Carnegie Commission on Higher Education which believed that such a federal agency could facilitate innovation and improvement in the complex higher education enterprise in the same way the National Science Foundation has done in science and the National Institutes of Health in health. The current legislation explicitly identifies the proposed foundation as a mechanism for providing federal grants for experimentation and reform in higher education with particular emphasis on the improvement of undergraduate

education. In this connection, Clark Kerr (1971), chairman of the Carnegie Commission, has recently identified . . . "new arrangements among institutions such as those for common use of facilities and particularly the new technology" as one of the . . . "real evidences of potential for reform and experimentation (p. 9)." The use of the cooperative mechanism in higher education is clearly seen by this body as a worthwhile academic reform, particularly in undergraduate education. Speaking on behalf of other members of the Carnegie Commission, chairman Kerr has further specified that:

Initial applications which might deserve funding by the Foundation could, for example, include:

Plans by groups of colleges to develop regional liberal arts centers for the purpose of increasing quality, scope, and diversity of undergraduate education, of stimulating more economical and effective use of administrative and teaching personnel, and of sharing library and computer facilities

Extension of programs permitting simultaneous enrollment of students in clusters of institutions permitting each institution to specialize but providing a wide range of options for the individual (1971, p. 9).

This research project reveals the existence of: widespread support in the higher education community for the cooperative process; renewed interest on the part of the federal government for encouraging reform in higher education with particular emphasis on the improvement of undergraduate curriculums; repeated calls by State officers for extended use of the cooperative mechanism in Commonwealth institutions; general satisfaction among Pennsylvania institutions engaged in cooperative activities with the results of their efforts; and, strong interest among participants and non-participants in interinstitutional cooperative ventures in strengthening undergraduate curriculums and sharing special

facilities through expanded use of the cooperative. Needless to say, general enthusiasm in the higher education community for the concept of interinstitutional cooperation could militate against the canon of objectivity in behavioral research when evaluators are requested to rate particular cooperatives in terms of specific checklist items. Commonly referred to as the "halo effect," this tendency leads the survey population to rate an object in the constant direction of a general impression of the object. Caution here suggests itself.

Finally, if the Commonwealth intends to encourage the continued development and expansion of the cooperative mechanism in higher education, it follows that the dissemination of relevant public documents and the sponsorship of regional seminars on this topic could facilitate the attainment of this objective.

V. RECOMMENDATIONS FOR FUTURE RESEARCH

Apart from the obvious possibility of replicating this study on a state-by-state basis as a follow-up comparative research project at a later date, the main thrust of future research to fill an information void should be directed toward in-depth studies of the use of the cooperative mechanism in the nation's individual multiversities.

In addition, the following specific facets of interinstitutional cooperation require further exploration:

1. New Academic Programs--Institutions sustaining financial pressures should encourage systematic research to determine the feasibility of using the cooperative mechanism in developing new academic programs such as black studies, ethnic studies, or area studies.
2. The Health Professions--The acute shortage of professionals in the health professions suggests a need for in-depth research dealing with the feasibility of sharing the resources of existing high-cost programs.
3. Socialization and Integration--The cooperative mechanism should be explored as an alternative means of effecting the socialization of the American intelligentsia and the integration of minorities into the mainstream of American life.
4. Theoretical Models--There is a need for research directed to the construction of conceptual models to serve as criteria for evaluating cooperative arrangements.

5. Faculty and/or Student Evaluations--A study encompassing faculty and/or student evaluations of their experiences in the cooperative process would fill an information gap.

6. Church-State Relations--A valuable study might be undertaken to identify the special problems encountered in cooperative arrangements involving church-related and state-supported institutions.

7. Case Studies--There is a need for in-depth, evaluative case studies of specific types of interinstitutional cooperative arrangements.

APPENDICES

APPENDIX A

Commonwealth of Pennsylvania

DEPARTMENT OF EDUCATION

Box 911

Harrisburg, Pa. 17126

OPERATING INSTITUTIONS OF HIGHER EDUCATION IN PENNSYLVANIA LEGALLY AUTHORIZED TO GRANT DEGREES

April 10, 1970

(This supersedes issue of December 1, 1969)

CORPORATE NAMES**	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
<u>COLLEGES, UNIVERSITIES, AND PROFESSIONAL SCHOOLS</u>			
*Academy of the New Church College and Theological School	Co-ed	Rt. Rev. Willard D. Pendleton	Bryn Athyn, 19009
Albright College	Co-ed	Arthur L. Schultz	Reading, 19604
Allegheny College	Co-ed	Lawrence L. Pelletier	Meadville, 16335
Allentown College of St. Francis de Sales	Co-ed	Very Rev. J. Stuart Dooling	Center Valley, 18034
Alliance College	Co-ed	Henry J. Parcinski	Cambridge Springs, 16403
Alvernia College	Women	Sister Mary Victorine	Reading, 19607
Baptist Bible Seminary	Co-ed	Ernest Pickering	Clarks Summit, 18411
Beaver College	Women	Edward D. Gates	Glenside, 19038
Bloomsburg State College	Co-ed	Robert J. Nossen	Bloomsburg, 17815

* Indicates those institutions that did not actively contribute information to this study; however, information about their cooperative activities may have been furnished by another institution.

** The listing has been altered in some instances to include general usage names rather than corporate names. The names of chief executive officers have been up-dated where reported.

APPENDIX A--Continued

**Operating Institutions of Higher Education in
Pennsylvania Legally Authorized to Grant Degrees 2**

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
Bryn Mawr College	Women	Harris L. Woffard, Jr.	Bryn Mawr, 19010
Bucknell University	Co-ed	Charles H. Watts, II	Lewisburg, 17837
Cabrini College	Women	Sister Regina Casey, M.S.C.	Radnor, 19088
California State College	Co-ed	George H. Roadman	California, 15419
*Carlow College	Women	Sister Jane Scully	Pittsburgh, 15213
Carnegie-Mellon University	Co-ed	H. Guyford Stever	Pittsburgh, 15213
Cedar Crest College	Women	Pauline Tompkins	Allentown, 18104
Chatham College	Women	Edward D. Eddy, Jr.	Pittsburgh, 15232
Chestnut Hill College	Women	Sister Mary Xavier Kirby S.S.J.	Philadelphia, 19118
Cheyney State College	Co-ed	Wade Wilson	Cheyney, 19319
Christ the Saviour Seminary	Men	The Most Rev. John R. Martin, D.D.	Johnstown, 15906
Clarion State College	Co-ed	James Gemmell	Clarion, 16214
College Misericordia	Women	Sister Miriam Teresa O'Donnell R.S.M.	Dallas, 18612
College of Nursing of the Crozer Foundation	Co-ed	Ronald V. Wells	Chester, 19013
Combs College of Music	Co-ed	Helen B. Braun	Philadelphia, 19119
Crozer Theological Seminary	Co-ed	Ronald V. Wells	Chester, 19013

APPENDIX A--Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees 3

CORPORATE NAMES	CHARACTER	CHIEF EXECUITVE OFFICER	LOCATION
Curtis Institute of Music	Co-ed	Rudolf Serkin	Philadelphia, 19103
Delaware Valley College of Science and Agriculture	Men	James Work	Doylestown, 18901
Dickinson College	Co-ed	Howard L. Rubendall	Carlisle, 17013
Dickinson School of Law	Co-ed	Hon. Dale F. Shughart	Carlisle, 17013
Divinity School of the Protestant Episcopal Church	Co-ed	Very Rev. Edward G. Harris	Philadelphia, 19104
Drexel University	Co-ed	William W. Hagerty	Philadelphia, 19104
Dropsie University	Co-ed	Abraham I. Katsh	Philadelphia, 19132
Duquesne University	Co-ed	Very Rev. Henry J. McAnulty	Pittsburgh, 15219
Eastern Baptist College	Co-ed	J. Lester Harnish	St. Davids, 19087
Eastern Baptist Theological Seminary	Co-ed	J. Lester Harnish	Philadelphia, 19151
East Stroudsburg State College	Co-ed	Frank D. Sills	East Stroudsburg, 18301
Edinboro State College	Co-ed	Chester T. McNerney	Edinboro, 16412
Elizabethtown College	Co-ed	Morley J. Mays	Elizabethtown, 17022
Evangelical Congregational School of Theology	Co-ed	Rev. Harold H. Scanlin	Myerstown, 17067
*Faith Theological Seminary	Co-ed	Rev. Allan A. MacRae	Elkins Park Philadelphia, 19117
Franklin and Marshall College	Men	Keith Spalding	Lancaster, 17604

APPENDIX A--Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees

4

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
Gannon College	Men	Rt. Rev. Msgr. Wilfrid J. Nash	Erie, 16501
Geneva College	Co-ed	Edwin C. Clarke	Beaver Falls, 15010
Gettysburg College	Co-ed	Carl Arnold Hanson	Gettysburg, 17325
Gratz College	Co-ed	Elazar Goelman, Dean	Philadelphia, 19141
*Grove City College	Co-ed	J. Stanley Harker	Grove City, 16127
Gwynedd-Mercy College	Women	Sister Mary Gregory	Gwynedd Valley, 19437
Hahnemann Medical College & Hospital	Co-ed	Charles S. Cameron	Philadelphia, 19102
Haverford College	Men	John R. Coleman	Haverford, 19041
Holy Family College	Women	Sister Mary Aloysius	Torresdale Philadelphia, 19114
Immaculata College	Women	Sister Mary of Lourdes	Immaculata, 19345
Indiana University of Pennsylvania	Co-ed	William W. Hassler	Indiana, 15701
Juniata College	Co-ed	John N. Stauffer	Huntingdon, 16653
Kilroe Seminary of the Sacred Heart	Men	Very Rev. William J. Sheehan	Honesdale, 18431
King's College	Men	Rev. Lane D. Kilburn	Wilkes-Barre, 18702
Kutztown State College	Co-ed	Lawrence M. Stratton	Kutztown, 19530
Lafayette College	Men	K. Ronald Bergethon	Easton, 18042
Lancaster Theological Seminary	Co-ed	James D. Glasse	Lancaster, 17603
LaRoche College	Women	Sister De la Salle Mahler, Acting	Allison Park, 15101

APPENDIX A--Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees

5

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
LaSalle College	Men	Brother Daniel Burke, F.S.C.	Philadelphia, 19141
Lebanon Valley College	Co-ed	Frederick P. Sample	Annville, 17003
Lehigh University	Co-ed	W. Deming Lewis	Bethlehem, 18015
Lincoln University	Co-ed	Herman Branson	Lincoln University, 19352
Lock Haven State College	Co-ed	Francis N. Hamblin	Lock Haven, 17745
Lutheran Theological Seminary	Co-ed	Rev. Donald R. Heiges	Gettysburg, 17325
Lutheran Theological Seminary	Men	Theodore G. Tappert, Acting	Philadelphia, 19119
Lycoming College	Co-ed	Rev. Harold H. Hutson	Williamsport, 17701
Mansfield State College	Co-ed	Lawrence Park	Mansfield, 16933
*Mary Immaculate Seminary & College	Men	Very Rev. Carey J. Leonard	Northampton, 18067
Marywood College	Co-ed	Sr. M. Coleman Nee, I.H.M.	Scranton, 18509
Mercyhurst College	Women	Sister M. Carolyn Herrmann R.S.M.	Erie, 16501
Messiah College	Co-ed	D. Ray Hostetter	Grantham, 17027
Millersville State College	Co-ed	William H. Duncan	Millersville, 17551
Moore College of Art	Women	Mayo Bryce	Philadelphia, 19103
Moravian College	Co-ed	Herman E. Collier, Jr.	Bethlehem, 18018
Muhlenberg College	Co-ed	John H. Morey	Allentown, 18104

APPENDIX A--Continued

Operating Institutions of Higher Education in
Pennsylvania Legally Authorized to Grant Degrees

6

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
New School of Music	Co-ed	Max Aronoff	Philadelphia, 19103
Our Lady of Angels College	Women	Sr. Madonna Marie, O.S.F.	Glen Riddle, 19037
Pennsylvania College of Optometry	Co-ed	Lawrence Fitch	Philadelphia, 19141
Pennsylvania College of Podiatric Medicine	Co-ed	James E. Bates	Philadelphia, 19107
Penn Wesleyan College	Co-ed	Rev. Charles L. Felsburg	Allentown, 18103
PMC Colleges	Co-ed	Clarence R. Moll	Chester, 19103
Pennsylvania State University	Co-ed	John Oswald	University Park, 16802
Philadelphia College of Art	Co-ed	George D. Culler	Philadelphia, 19102
Philadelphia College of Bible	Co-ed	Douglas B. MacCorkle	Philadelphia, 19103
*Philadelphia College of Osteopathic Medicine	Co-ed	Frederic H. Barth	Philadelphia, 19139
Philadelphia College of Pharmacy & Science	Co-ed	Arthur Osol	Philadelphia, 19104
Philadelphia College of Textiles & Science	Co-ed	Bertrand W. Hayward	Philadelphia, 19144
Philadelphia Musical Academy	Co-ed	Joseph Castaldo	Philadelphia, 19103
Pittsburgh Theological Seminary	Co-ed	Rev. John M. Bald	Pittsburgh, 15206
Point Park College	Co-ed	Arthur M. Blum	Pittsburgh, 15222
Reconstructionist Rabbinical College	Men	Rabbi Ira Eisenstein	Philadelphia, 19132

APPENDIX A--Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees . . . 7

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
Rosemont College	Women	Sister Mary George O'Reilly	Rosemont, 19010
Robert Morris College	Co-ed	Charles L. Sewall	Pittsburgh, 15219
St. Charles Borromeo Seminary	Men	Very Rev. Thomas J. Welsh, J.C.D.	Overbrook Philadelphia, 19151
St. Fidelis College	Men	Rev. Edmund Quinn, O.F.M.	Herman, 16039
St. Francis College	Co-ed	Rev. Vincent R. Negherbon	Loretto, 15940
St. Joseph's College	Men	Very Rev. Terrence Toland, S.J.	Philadelphia, 19131
St. Vincent College	Men	Fintan R. Shoniker	Latrobe, 15650
Seton Hill College	Women	Sr. Mary Schmidt, Acting	Greensburg, 15601
Shippensburg State College	Co-ed	Gilmore B. Seavers	Shippensburg, 17257
*Slippery Rock State College	Co-ed	Albert A. Watrel	Slippery Rock, 16057
Spring Garden College	Co-ed	Robert H. Thompson	Philadelphia, 19123
Susquehanna University	Co-ed	Gustave W. Weber	Selinsgrove, 17870
Swarthmore College	Co-ed	Robert D. Cross	Swarthmore, 19081
Temple University	Co-ed	Paul R. Anderson	Philadelphia, 19122
Theological Seminary of the Reformed Episcopal Church	Men	Rev. Dr. Fred C. Kuehner, Dean	Philadelphia, 19104
Thiel College	Co-ed	Chauncey G. Bly	Greenville, 16125
Thomas Jefferson University	Co-ed	Peter A. Herbut	Philadelphia, 19107

APPENDIX A--Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees

8

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
University of Pennsylvania	Co-ed	Martin Meyerson	Philadelphia, 19104
University of Pittsburgh	Co-ed	Wesley W. Posvar	Pittsburgh, 15213
University of Scranton	Co-ed	Rev. Dexter L. Hanley, S.J.	Scranton, 18510
Ursinus College	Co-ed	William S. Pettit	Collegeville, 19426
Villa Maria College	Women	Sister M. Lawreace Antoun	Erie, 16505
Villanova University	Co-ed	Rev. Robert J. Welsh, O.S.A.	Villanova, 19085
Washington and Jefferson College	Men	Howard J. Burnett	Washington, 15301
Waynesburg College	Co-ed	Bennett M. Rich	Waynesburg, 15370
West Chester State College	Co-ed	Paul W. Rossey	West Chester, 19380
Westminster College	Co-ed	Earland I. Carlson	New Wilmington, 16142
Westminster Theological Seminary	Men	Edmund P. Clowney	Philadelphia, 19118
Wilkes College	Co-ed	Francis J. Michelini	Wilkes-Barre, 18703
Wilson College	Women	C. C. Cole, Jr.	Chambersburg, 17201
The Medical College of Pennsylvania	Women	Marion Fay, Acting	Philadelphia, 19129

PRIVATE JUNIOR COLLEGES

Ellen Cushing Junior College	Women	Warren Mild	Bryn Mawr, 19010
Harcum Junior College	Women	Michael Duzy	Bryn Mawr, 19010
Keystone Junior College	Co-ed	Harry K. Miller, Jr.	LaPlume, 18440

APPENDIX A--Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees

CORPORATE NAMES	CHARACTER	CHIEF EXECUTIVE OFFICER	LOCATION
Lackawanna Junior College	Co-ed	C. R. Walter Thomas	Scranton, 18503
Manor Junior College	Women	Mother M. Olga, O.S.B.M.	Fox Chase Manor Jenkintown, 19046
Mt. Aloysius Junior College	Women	Sister Mary Ursula Hauk	Cresson, 16630
Northeastern Christian Junior College	Co-ed	Elza Huffard	Villanova, 19085
*Peirce Junior College	Co-ed	Thomas M. Peirce, III	Philadelphia, 19102
Penn Hall Junior College	Women	John J. Aulbach	Chambersburg, 17201
Pennsylvania Junior College of Medical Arts	Co-ed	James Bloom	Harrisburg, 17104
*Pinebrook Junior College	Co-ed	Rev. Jansen E. Hartman	East Stroudsburg, 18301
*Sacred Heart Junior College	Women	Sister de Chantal	Yardley, 19067
Valley Forge Junior College	Men	Lt. Gen. Milton Baker	Wayne, 19087
York College of Pennsylvania	Co-ed	Ray A. Miller	York, 17405
<u>PUBLIC COMMUNITY COLLEGES</u>			
Bucks County Community College		Charles E. Rollins	Newtown, 18940
Butler County Community College		Thomas Tenhoeve, Jr.	Butle., 16001
Community College of Allegheny County		Kermit C. Morrissey	Pittsburgh, 15219
Community College of Beaver County		John B. Hirt	Freedom, 15042

APPENDIX A -- Continued

Operating Institutions of Higher Education in
 Pennsylvania Legally Authorized to Grant Degrees 10

CORPORATE NAMES	CHIEF EXECUTIVE OFFICER	LOCATION
*Community College of Delaware County	Douglas Libby, Jr.	Media, 19063
Community College of Philadelphia	Allen T. Bonnell	Philadelphia, 19107
Harrisburg Area Community College	Clyde E. Blocker	Harrisburg, 17110
Lehigh County Community College	John G. Berrier	Schnecksville, 18078
Luzerne County Community College	Guy V. Ferrell	Wilkes-Barre, 18702
Montgomery County Community College	LeRoy R. Brendlinger	Conshohocken, 19428
Northampton County Area Community College	Richard C. Richardson, Jr.	Bethlehem, 18017
Williamsport Area Community College	Kenneth E. Carl	Williamsport, 17701



SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15213

OFFICE OF THE DEAN

APPENDIX B

TRANSMITTAL LETTER FOR EXPLORATORY SURVEY

January 14, 1971

Dear President _____:

Dean Paul H. Masoner of the University of Pittsburgh's School of Education has encouraged me to write to you to request your participation in a study designed to determine the status of interinstitutional cooperation among the non-profit, authorized degree-granting institutions of higher education in the Commonwealth of Pennsylvania.

I assure you that your cooperation in this effort will require no more than completing a simple questionnaire which will be forwarded to you should you consent. Please check the appropriate entries on the enclosed form and return it in the pre-addressed, stamped envelope which has been provided for your convenience.

Thank you for your assistance in this research effort.

Sincerely,

William G. Kaliden, Jr.

William G. Kaliden, Jr.
Administrative Associate

ENCLOSURE



SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15213

OFFICE OF THE DEAN

APPENDIX C

EXPLORATORY SURVEY ON INTERINSTITUTIONAL
COOPERATIVE ARRANGEMENTS

Institution

Code

Chief Executive Officer

Note: INTERINSTITUTIONAL COOPERATION is here defined as any voluntary or non-voluntary, formalized arrangement between or among non-profit, authorized degree-granting institutions of higher education (Junior College, College, Professional School, and University) established to provide improved education through organized academic or service programs. The arrangement may have been formalized through contract or mere memorandum, and may range from a bilateral association providing a single program or service to a multilateral arrangement offering many diverse programs or services.

1. Are you participating in any existing cooperative arrangements as defined above?
 No Yes If yes, how many? _____
2. Are you planning to participate either for the first time or in additional cooperative arrangements of this nature within the next five years?
 No Yes If yes, how many? _____
3. Did you discontinue participation in a cooperative arrangement of this nature during the past five years?
 No Yes If yes, how many? _____
4. Would you like to know more about interinstitutional cooperation in the Commonwealth by completing a short questionnaire designed to collect information on the status and potential of such arrangements?
 No Yes

PLEASE RETURN THIS SURVEY IN THE ENCLOSED PRE-ADDRESSED, STAMPED ENVELOPE.



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APPENDIX D

FOLLOW-UP LETTER SENT TO ALL NON-RESPONDENTS
TO THE EXPLORATORY SURVEY

February 12, 1971

Dear President _____:

In mid-January, I wrote to you requesting your participation in a study designed to determine the status of interinstitutional cooperative arrangements among the non-profit, authorized degree-granting institutions of higher education in the Commonwealth of Pennsylvania. Unfortunately, I have not received a reply from you.

Since your cooperation is important to this research effort, I am enclosing a second copy of the exploratory survey with the hope that you will provide the information necessary to set the study in motion. Again, I assure you that your cooperation in this effort will require no more than completing a simple questionnaire which will be forwarded to you should you consent.

If your response was recently mailed, let me thank you in advance for your consideration.

Sincerely,

William G. Kaliden, Jr.

William G. Kaliden, Jr.
Administrative Associate

ENCLOSURE



SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15213

OFFICE OF THE DEAN

APPENDIX E

TRANSMITTAL LETTER FOR QUESTIONNAIRES A AND B
ON INTERINSTITUTIONAL COOPERATION

February 15, 1971

Dear President _____:

I would like to acknowledge receipt of your response to the "Exploratory Survey on Interinstitutional Cooperative Arrangements" and to thank you for your willingness to participate in the research effort.

Enclosed you will find the research instrument. Questionnaire A is being sent to those institutions not participating in a cooperative arrangement as defined in this study. Its purpose is to gather basic data related to the future of such arrangements in the Commonwealth.

Questionnaire B is being sent to those institutions currently or previously involved in cooperative arrangements with other non-profit, authorized degree-granting institutions of higher education. The purpose of Questionnaire B is to collect information of a descriptive and evaluative nature of each cooperative venture in Pennsylvania (PART TWO) as well as to provide some data on the potential for additional cooperation (PART ONE).

Accordingly, I am providing all correspondents with a questionnaire(s) appropriate to their reported experiences. In order to provide institutions with the results of this survey sometime this spring, it becomes necessary to request as prompt a return of the questionnaire(s) as conveniently possible.

Thank you again for your assistance.

Sincerely,

William G. Kaliden, Jr.

William G. Kaliden, Jr.
Administrative Associate

ENCLOSURES

APPENDIX F

QUESTIONNAIRE A: INTERINSTITUTIONAL COOPERATION

RATIONALE FOR THIS STUDY

Since no comprehensive, state-wide study on the status of inter-institutional cooperation in the Commonwealth of Pennsylvania has yet been made, this study sets out to provide basic information on the form and function of formalized interinstitutional cooperative arrangements between or among non-profit, authorized degree-granting institutions of higher education in the Commonwealth of Pennsylvania. It is important to note that in addition to assessing the state of the art of interinstitutional cooperation in the Commonwealth, the study proposes to evaluate the relative success of the cooperative process, to determine specific areas for potential cooperation between or among institutions, and to identify specific aspects of interinstitutional cooperation that merit further research and development.

INSTRUCTIONS FOR COMPLETING THE SURVEY

For the purposes of this study, the following definitions and distinctions should serve as guidelines:

- A. Interinstitutional Cooperation is here defined as any voluntary or non-voluntary, formalized arrangement between or among non-profit, authorized degree-granting institutions of higher education (Junior College, College, Professional School, and University) established to provide improved education through organized academic or service programs. The arrangement may have been formalized through contract or memorandum, and may range from a bilateral association providing a single program or service to a multilateral arrangement offering many diverse programs or services.
- B. Institution of Higher Education is defined as any non-profit public or private two-year college, four-year college, university, or professional school authorized by the legislature of the Commonwealth of Pennsylvania to grant any of the following degrees: Associate, Baccalaureate, Professional, Master's and Doctorate.
- C. This study is concerned only with permanent-type commitments as opposed to temporary arrangements established to alleviate institutional emergencies.

INSTITUTIONAL QUESTIONNAIRE

1. _____
Name of Institution _____
Code
2. Type of student body: (please check)
 Men Only Women Only Codeducational

APPENDIX F--ContinuedQuestionnaire A: Interinsti-
tutional Cooperation

2

3. Are you interested in exploring the possibilities of participation within the next five years in interinstitutional cooperative arrangements with other non-profit, authorized degree-granting institutions of higher education?

 Yes No Undecided

4. From the standpoint of your particular institution and based on your understanding of interinstitutional cooperation, what factors (if any) positively motivate you toward participation in cooperative arrangements? (Check as many as apply)

POSITIVE MOTIVATIONAL FACTORS

- | | |
|---|---|
| <u> </u> No positive motivation | <u> </u> Provides a common front for negotiations with other agencies or for influencing public policy |
| <u> </u> Broadens range of courses | <u> </u> Identifies potential faculty and staff |
| <u> </u> Avoids parochialism | <u> </u> Improves the socialization of students |
| <u> </u> Shares advantages of larger institutions | <u> </u> Promotes better utilization of special facilities and/or staff |
| <u> </u> Avoids duplication by pooling resources | <u> </u> Justifies offerings in complex, low-enrollment programs or subjects |
| <u> </u> Fosters interdisciplinary degree programs | <u> </u> Encourages over-all fiscal economy |
| <u> </u> More effectively implements community service goals | <u> </u> Better assesses and meets local/regional educational needs |
| <u> </u> Helps insure survival of the small college | <u> </u> Involves the institution in the mainstream of education innovation |
| <u> </u> Aids cooperative campus and architectural planning | <u> </u> Other (Specify) |
| <u> </u> Fills educational or cultural voids | |
| <u> </u> Effectively coordinates study abroad programs | |
| <u> </u> Coordinates approaches to the solution of common problems | |

5. From the standpoint of your particular institution and based on your understanding of interinstitutional cooperation, what factors (if any) create apprehension about participation in cooperative arrangements? (Check as many as apply)

FACTORS CREATING APPREHENSION

- | | |
|---|---|
| <u> </u> No apprehension at all | <u> </u> Geographic location impedes cooperative ventures |
| <u> </u> Stifles interinstitutional competition | <u> </u> Need is not well established/communicated |
| <u> </u> Leads to significant loss of institutional autonomy | <u> </u> Lacks evaluative reporting |
| <u> </u> Requires too much administrative red tape | <u> </u> Might encourage student transfers to other institutions |
| <u> </u> Stronger institution tends to dominate | <u> </u> Parietal responsibility precludes such arrangements |

APPENDIX F--ContinuedQuestionnaire A: Interinsti-
tutional Cooperation

3

- | | |
|---|--|
| <input type="checkbox"/> Competes for priority over insti-
tutional objectives | <input type="checkbox"/> Technical problems related
to registration |
| <input type="checkbox"/> Tends toward growing deperson-
alization | <input type="checkbox"/> Technical problems related to
tuition |
| <input type="checkbox"/> Some institutions are apathe-
tic | <input type="checkbox"/> Technical problems related to
calendar |
| <input type="checkbox"/> Faculty lack interest | <input type="checkbox"/> Students lack interest |
| <input type="checkbox"/> Current financial resources
prevent participation | <input type="checkbox"/> Other (Specify |

6. If the answer to Question 3 is "Yes" or "Undecided," indicate on the checklists below and on the following page the areas of potential cooperation in terms of organized academic and service programs. (Check as many as apply)

AREAS OF POTENTIAL COOPERATIONACADEMIC PROGRAMS

- | | |
|---|--|
| <input type="checkbox"/> One or more of the traditional
Arts & Sciences Departments | <input type="checkbox"/> Optometry |
| <input type="checkbox"/> One or more of the Applied
Studio Arts (Music, Art,
Drama) | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Area Studies | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Exotic Foreign Languages | <input type="checkbox"/> Dental Hygiene |
| <input type="checkbox"/> Ethnic Studies | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> Black Studies | <input type="checkbox"/> Business & Commerce Technolo-
gies |
| <input type="checkbox"/> Theology | <input type="checkbox"/> Data Processing Technologies |
| <input type="checkbox"/> Interdisciplinary Studies | <input type="checkbox"/> Health Services & Paramedical
Technologies |
| <input type="checkbox"/> Agriculture & Natural Resources | <input type="checkbox"/> Mechanical & Engineering
Technologies |
| <input type="checkbox"/> Architecture & Environmental
Design | <input type="checkbox"/> Natural Sciences Technologies |
| <input type="checkbox"/> Business and Management | <input type="checkbox"/> Public Service Related
Technologies |
| <input type="checkbox"/> Education, Teacher | <input type="checkbox"/> Agreement to provide junior/
senior undergraduate pro-
grams |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> International projects |
| <input type="checkbox"/> Law | <input type="checkbox"/> Faculty exchange |
| <input type="checkbox"/> Social Work | <input type="checkbox"/> Student exchange |
| <input type="checkbox"/> Communications Arts (Journal-
ism, radio, T.V.) | <input type="checkbox"/> Co-sponsorship of a doctoral
program |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Faculty/Administration
Development Program |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Assisting developing institu-
tions for regional/profes-
sional accreditation |
| <input type="checkbox"/> Library Science | <input type="checkbox"/> Elective or required physical
education |
| <input type="checkbox"/> Military Sciences | <input type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> Public and International Affairs | |
| <input type="checkbox"/> Nursing | |
| <input type="checkbox"/> Dentistry | |
| <input type="checkbox"/> Medicine | |
| <input type="checkbox"/> Occupational Therapy | |

APPENDIX F--ContinuedQuestionnaire A: Interinsti-
tutional Cooperation

4

SERVICE PROGRAMS

- | | |
|--|--|
| <input type="checkbox"/> Recruitment and Admission
(Students) | <input type="checkbox"/> Social or Cultural Events |
| <input type="checkbox"/> Student Financial Aid | <input type="checkbox"/> Travel Service |
| <input type="checkbox"/> Employment Placement | <input type="checkbox"/> College Press |
| <input type="checkbox"/> Student Housing | <input type="checkbox"/> Government Relations Office |
| <input type="checkbox"/> Student Loan Collection Agency | <input type="checkbox"/> Urban Affairs Project |
| <input type="checkbox"/> Computer Facility | <input type="checkbox"/> International Project |
| <input type="checkbox"/> Athletic Facility | <input type="checkbox"/> Fund-Raising |
| <input type="checkbox"/> Instructional Facility | <input type="checkbox"/> Purchasing |
| <input type="checkbox"/> Instructional T.V. | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Library Facility/Services/
Resources | <input type="checkbox"/> Endowment Investment |
| <input type="checkbox"/> Other Special Resource Centers
(Museum, Nuclear Lab, etc.) | <input type="checkbox"/> Insurance Programs |
| <input type="checkbox"/> Forum For Exchange of Ideas/
Information | <input type="checkbox"/> Legal Counsel |
| <input type="checkbox"/> Faculty Recruitment | <input type="checkbox"/> Record Maintenance |
| | <input type="checkbox"/> Credit Union |
| | <input type="checkbox"/> Other (Specify) |

APPENDIX G

QUESTIONNAIRE B (PART ONE): A DETERMINATION
OF POTENTIAL COOPERATION

RATIONALE FOR THIS STUDY

Since no comprehensive, state-wide study on the status of interinstitutional cooperation in the Commonwealth of Pennsylvania has yet been made, this study sets out to provide basic information on the form and function of formalized interinstitutional cooperative arrangements between or among non-profit, authorized degree-granting institutions of higher education in the Commonwealth of Pennsylvania. It is important to note that in addition to assessing the state of the art of interinstitutional cooperation in the Commonwealth, the study proposes to evaluate the relative success of the cooperative process, to determine specific areas of potential cooperation between or among institutions, and to identify specific aspects of interinstitutional cooperation that merit further research and development.

INSTRUCTIONS FOR COMPLETING THE SURVEY

For the purpose of this study, the following definitions and distinctions should serve as guidelines:

- A. Interinstitutional Cooperation is here defined as any voluntary or non-voluntary formalized arrangement between or among non-profit, authorized degree-granting institutions of higher education (Junior College, College, Professional School, and University) established to provide improved education through organized academic or service programs. The arrangement may have been formalized through contract or memorandum, and may range from a bilateral association providing a single program or service to a multilateral arrangement offering many diverse programs or services.
- B. Institution of Higher Education is defined as any non-profit public or private two-year college, four-year college, university, or professional school authorized by the legislature of the Commonwealth of Pennsylvania to grant any of the following degrees: Associate, Baccalaureate, Professional, Master's and Doctorate.
- C. This study is concerned only with permanent-type commitments as opposed to temporary arrangements established to alleviate institutional emergencies.

GENERAL INFORMATION

1. _____
Name of Institution Code
2. Type of Student Body (please check)
 Men Only Women Only Coeducational

APPENDIX G--Continued

Questionnaire B (Part One):
A Determination of Potential
Cooperation

2

3. Although you have reported that you are currently participating in an interinstitutional cooperative venture(s), are you interested in exploring the possibilities of expanded participation within the next five years in interinstitutional cooperative arrangements with other non-profit, authorized degree-granting institutions of higher education?

_____ Yes _____ No _____ Undecided

4. If the answer to Question 3 is "Yes" or "Undecided," indicate on the checklist below and on the following page the areas of expanded cooperation in terms of organized academic or service programs that potentially interest you. (check as many as apply)

AREAS OF POTENTIAL INTERESTACADEMIC PROGRAMS

- | | |
|--|---|
| _____ One or more of the traditional
Arts & Sciences Departments | _____ Optometry |
| _____ One or more of the Applied
Studio Arts (Music, Art,
Drama) | _____ Pharmacy |
| _____ Area Studies | _____ Physical Therapy |
| _____ Exotic Foreign Languages | _____ Dental Hygiene |
| _____ Ethnic Studies | _____ Public Health |
| _____ Black Studies | _____ Business & Commerce Technolo-
gies |
| _____ Theology | _____ Data Processing Technologies |
| _____ Interdisciplinary Studies | _____ Health Services & Paramedical
Technologies |
| _____ Agriculture & Natural Resources | _____ Mechanical & Engineering Tech-
nologies |
| _____ Architecture & Environmental
Design | _____ Natural Sciences Technologies |
| _____ Business and Management | _____ Public Service Related Tech-
nologies |
| _____ Education, Teacher | _____ Agreement to provide junior/
senior undergraduate pro-
grams |
| _____ Engineering | _____ International Projects |
| _____ Law | _____ Faculty exchange |
| _____ Social Work | _____ Student exchange |
| _____ Communication Arts (Journalism,
radio, T.V.) | _____ Co-sponsorship of a doctoral
program |
| _____ Computer Science | _____ Faculty/Administration Devel-
opment Program |
| _____ Home Economics | _____ Assisting developing institu-
tions for regional/profes-
sional accreditation |
| _____ Library Science | _____ Elective or required physical
education |
| _____ Military Sciences | _____ Other (Specify) |
| _____ Public and International
Affairs | |
| _____ Nursing | |
| _____ Dentistry | |
| _____ Medicine | |
| _____ Occupational Therapy | |

APPENDIX G--Continued

Questionnaire B (Part One):
 A Determination of Potential
 Cooperation

3

SERVICE PROGRAMS

<input type="checkbox"/> Recruitment and Admission (Students)	<input type="checkbox"/> Faculty Recruitment
<input type="checkbox"/> Student Financial Aid	<input type="checkbox"/> Social or Cultural Events
<input type="checkbox"/> Employment Placement	<input type="checkbox"/> Travel Service
<input type="checkbox"/> Student Housing	<input type="checkbox"/> College Press
<input type="checkbox"/> Student Loan Collection Agency	<input type="checkbox"/> Government Relations Office
<input type="checkbox"/> Computer Facility	<input type="checkbox"/> Urban Affairs Project
<input type="checkbox"/> Athletic Facility	<input type="checkbox"/> International Project
<input type="checkbox"/> Instructional Facility	<input type="checkbox"/> Fund-Raising
<input type="checkbox"/> Instructional T.V.	<input type="checkbox"/> Purchasing
<input type="checkbox"/> Library Facility/Services/ Resources	<input type="checkbox"/> Planning
<input type="checkbox"/> Other Special Resource Centers (Museum, Nuclear Lab, etc.)	<input type="checkbox"/> Endowment Investment
<input type="checkbox"/> Forum For Exchange of Ideas/ Information	<input type="checkbox"/> Insurance Programs
	<input type="checkbox"/> Legal Counsel
	<input type="checkbox"/> Record Maintenance
	<input type="checkbox"/> Credit Union
	<input type="checkbox"/> Other (Specify)

APPENDIX H

QUESTIONNAIRE B (PART TWO): AN EVALUATION OF
EXISTING OR DISCONTINUED COOPERATIVE ARRANGEMENTS

Complete PART TWO once for each existing or discontinued cooperative arrangement.

RATIONALE FOR THIS STUDY

Since no comprehensive, state-wide study on the status of interinstitutional cooperation in the Commonwealth of Pennsylvania has yet been made, this study sets out to provide basic information on the form and function of formalized interinstitutional cooperative arrangements between or among non-profit, authorized degree-granting institutions of higher education in the Commonwealth of Pennsylvania. It is important to note that in addition to assessing the state of the art of interinstitutional cooperation in the Commonwealth, the study proposes to evaluate the relative success of the cooperative process, to determine specific areas for potential cooperation between or among institutions, and to identify specific aspects of interinstitutional cooperation that merit further research and development.

INSTRUCTIONS FOR COMPLETING THE SURVEY

For the purposes of this study, the following definitions and distinctions should serve as guidelines:

- A. Interinstitutional Cooperation is here defined as any voluntary or non-voluntary, formalized arrangement between or among non-profit, authorized degree-granting institutions of higher education (Junior College, College, Professional School, and University) established to provide improved education through organized academic or service programs. The arrangement may have been formalized through contract or memorandum, and may range from a bilateral association providing a single program or service to a multilateral arrangement offering many diverse programs or services.
- B. Institution of Higher Education is defined as any non-profit public or private two-year college, four-year college, university, or professional school authorized by the legislature of the Commonwealth of Pennsylvania to grant any of the following degrees: Associate, Baccalaureate, Professional, Master's and Doctorate.
- C. This study is concerned only with permanent-type commitments as opposed to temporary arrangements established to alleviate institutional emergencies.
- D. Report only those arrangements which: i) are functioning during the 1970-71 academic year or, ii) have been discontinued during the past five years.

APPENDIX H--Continued

Questionnaire B (Part Two): An
Evaluation of Existing or Discon-
tinued Cooperative Arrangements 2

E. If two or more American institutions are participating in a foreign cooperative arrangement, report this. Please do not report arrangements between a single American institution and one or more foreign institutions.

F. Complete PART TWO once for each cooperative arrangement. As many copies of PART TWO as were indicated in the "Exploratory Survey" are enclosed. If you need additional copies, please photocopy this questionnaire.

1. _____
Name of Responding Institution _____ Code _____
2. List names of other non-profit, authorized degree-granting institutions of higher education in this arrangement.

3. Title of cooperative arrangement (if any): _____

4. Name of full-time executive administrative officer of cooperative arrangement (if any): _____
5. Address of administrative office: _____

5 a. Telephone _____
5 b. On which campus is this office located (if any)?

6. This cooperative arrangement is:
_____ Existing _____ Discontinued
7. Number of years your institution has been a member of this arrangement.
_____ Less than 2 years _____ 2-10 years _____ 11 or more
years

APPENDIX H--Continued

Questionnaire B (Part Two): An
Evaluation of Existing or Discon-
tinued Cooperative Arrangements 3

8. Describe this cooperative arrangement in terms of organized service or academic programs according to the checklists below and on the following page, identifying the specific campus location of the shared programs by checking the appropriate block. (Check as many as apply)

SERVICE PROGRAM	LOCATION OF SERVICE PROGRAM			
	All Campuses	No Campus	Your Campus Only	If Another Campus, Specify Which
Recruitment and Admission (Students)				
Student Financial Aid				
Employment Placement				
Student Housing				
Student Loan Collection Agency				
Computer Facility				
Athletic Facility				
Instructional Facility				
Instructional T.V.				
Library Facility/Services/ Resources				
Other Special Resource Centers (Museum, Nuclear Lab, etc.)				
Forum for Exchange of Ideas/ Information				
Faculty Recruitment				
Social or Cultural Events				
Travel Service				
College Press				
Government Relations Office				
Urban/Community Affairs Project				
International Project				
Fund-Raising				
Purchasing				
Planning				
Endowment Investment				
Insurance Programs				
Legal Counsel				
Record Maintenance				
Credit Union				
Other (Specify)				

APPENDIX H--Continued

Questionnaire B (Part Two): An Evaluation of Existing or Discontinued Cooperative Arrangements 5

8. Continued

ACADEMIC PROGRAM	LOCATION OF ACADEMIC PROGRAM			
	All Campuses	No Campus	Your Campus Only	If Another Campus Specify Which
Mechanical & Engineering Technologies				
Natural Sciences Technologies				
Public Service Related Technologies				
Agreement to provide junior/senior undergraduate programs				
International Projects				
Faculty exchange				
Student exchange				
Co-sponsorship of a doctoral program				
Faculty/Administration Development Program				
Assisting developing institutions for regional/professional accreditation				
Elective or required physical education				
Other (Specify)				

9. Is this cooperative arrangement legally incorporated?

Yes No

10. Academic programs function at the following degree levels: (Check as many as apply)

Associate Baccalaureate Master's

Professional Doctorate Not Applicable

11. If degrees are awarded in any of the shared academic programs, they are awarded by:

Your institution only Each institution within the arrangement

Another institution in the arrangement Not Applicable

The arrangement itself

APPENDIX H -- ContinuedQuestionnaire B (Part Two): An
Evaluation of Existing or Discon-
tinued Cooperative Arrangements 6

12. Interchange or sharing occurs at the level of : (Check as many as apply)
- | | |
|--|--|
| <input type="checkbox"/> Facilities/Resources/Services | <input type="checkbox"/> Students |
| <input type="checkbox"/> Faculty/Administration | <input type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> Not Applicable | |
13. Does a coordinating body other than the institutional trustees govern the cooperative?
- Yes No
14. How are members of the coordinating body chosen? _____

15. This cooperative is supported by: (Check as many as apply)
- | | |
|--|---|
| <input type="checkbox"/> Federal/State government grants | <input type="checkbox"/> Private gifts |
| <input type="checkbox"/> Foundation grants | <input type="checkbox"/> Institutional funds (Includes tuition) |
| <input type="checkbox"/> Membership fee | <input type="checkbox"/> Other (Specify) |
16. Does your institutional budget provide a line item for the support of this cooperative arrangement?
- Yes No
17. Describe briefly methods for allocating individual institutional costs for:
- a. general administration of the cooperative: _____

- b. academic programs: _____

- c. service programs: _____

APPENDIX H--ContinuedQuestionnaire B (Part Two): An
Evaluation of Existing or Discon-
tinued Cooperative Arrangements 7

18. Why did you join this particular cooperative arrangement? (Check as many factors as apply.)

- | | |
|--|--|
| <input type="checkbox"/> To broaden range of courses | <input type="checkbox"/> To provide a common front for negotiations with other agencies or for influencing public policy |
| <input type="checkbox"/> To avoid parochialism | <input type="checkbox"/> To identify potential faculty and staff |
| <input type="checkbox"/> To share advantages of larger institutions | <input type="checkbox"/> To improve the socialization of students |
| <input type="checkbox"/> To avoid duplication by pooling resources | <input type="checkbox"/> To promote better utilization of special facilities and/or staff |
| <input type="checkbox"/> To foster interdisciplinary degree programs | <input type="checkbox"/> To justify offerings in complex, low-enrollment programs or subjects |
| <input type="checkbox"/> To more effectively implement community service goals | <input type="checkbox"/> To encourage over-all fiscal economy |
| <input type="checkbox"/> To help insure survival of the small college | <input type="checkbox"/> To better assess and meet local/regional educational needs |
| <input type="checkbox"/> To aid cooperative campus and architectural planning | <input type="checkbox"/> To involve the institution in the mainstream of education innovation |
| <input type="checkbox"/> To fill educational or cultural voids | <input type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> To effectively coordinate study abroad programs | |
| <input type="checkbox"/> To coordinate approaches to the solution of common problems | |
| <input type="checkbox"/> To provide a source of upper-division work for students | |

19. Please evaluate this particular cooperative in accord with the favorable and unfavorable responses listed below. (Please check as many as apply and add others if needed.)

FAVORABLE RESPONSES

- | | |
|--|--|
| <input type="checkbox"/> Broadens range of courses | <input type="checkbox"/> Aids cooperative campus and architectural planning |
| <input type="checkbox"/> Avoids parochialism | <input type="checkbox"/> Fills educational or cultural voids |
| <input type="checkbox"/> Shares advantages of larger institutions | <input type="checkbox"/> Effectively coordinates study abroad programs |
| <input type="checkbox"/> Avoids duplication by pooling resources | <input type="checkbox"/> Coordinates approaches to the solution of common problems |
| <input type="checkbox"/> Fosters interdisciplinary degree programs | <input type="checkbox"/> Provides a common front for negotiations with other agencies or for influencing public policy |
| <input type="checkbox"/> More effectively implements community service goals | |
| <input type="checkbox"/> Helps insure survival of the small college | |

APPENDIX H--Continued

Questionnaire B (Part Two): An
Evaluation of Existing or Discon-
tinued Cooperative Arrangements 8

19. ContinuedFAVORABLE RESPONSES

- | | |
|--|---|
| <input type="checkbox"/> Identifies potential faculty and staff | <input type="checkbox"/> Encourages over-all fiscal economy |
| <input type="checkbox"/> Improves the socialization of students | <input type="checkbox"/> Better assesses and meets local/regional educational needs |
| <input type="checkbox"/> Promotes better utilization of special facilities and/or staff | <input type="checkbox"/> Involves the institution in the mainstream of education innovation |
| <input type="checkbox"/> Justifies offerings in complex, low-enrollment programs or subjects | <input type="checkbox"/> Other (Specify) |

UNFAVORABLE RESPONSES

- | | |
|---|--|
| <input type="checkbox"/> Stifles interinstitutional competition | <input type="checkbox"/> Competes for priority over institutional objectives |
| <input type="checkbox"/> Leads to significant loss of institutional autonomy | <input type="checkbox"/> Tends toward growing depersonalization |
| <input type="checkbox"/> Requires too much administrative red tape | <input type="checkbox"/> Some institutions are apathetic |
| <input type="checkbox"/> Stronger institution tends to dominate | <input type="checkbox"/> Faculty lack interest |
| <input type="checkbox"/> Geographic Location impedes this cooperative venture | <input type="checkbox"/> Current financial resources restrict participation |
| <input type="checkbox"/> Needs are not well established/communicated | <input type="checkbox"/> Technical problems related to registration |
| <input type="checkbox"/> Lacks evaluative reporting | <input type="checkbox"/> Technical problems related to tuition |
| <input type="checkbox"/> Encourages student transfers to other institutions | <input type="checkbox"/> Technical problems related to calendar |
| <input type="checkbox"/> Parietal responsibility constricts the arrangement | <input type="checkbox"/> Students lack interest |
| | <input type="checkbox"/> Other (Specify) |

20. Is it your professional judgment that the results of your efforts in this cooperative arrangement are worthwhile? (Check one)

Very much so Yes Doubtful No

21. Please provide us any legal documents, agreements, descriptive materials, brochures, etc., which you can let us have.

22. Comments?



SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15213

OFFICE OF THE DEAN

APPENDIX I

FOLLOW-UP LETTER SENT TO ALL NON-RESPONDENTS
TO QUESTIONNAIRES A OR B

March 21, 1971

Dear President _____:

Approximately five weeks ago you received a questionnaire designed to collect information related to the status of interinstitutional cooperative arrangements in the Commonwealth of Pennsylvania. To date we have not received your completed questionnaire(s).

Since at an earlier date you had indicated your willingness to cooperate in this research effort, it becomes necessary at this time to alert you that the exigencies of data processing deadlines require a response from you by APRIL 5, 1971.

Assuming your continued interest in this study, we would appreciate a telephone call or letter if clarification or additional copies of the research instrument are needed. Needless to say, we are still counting on your support.

Please disregard this reminder and accept our thanks if you have forwarded your questionnaire(s) in the last few days.

Thank you again for your cooperation.

Sincerely,

William G. Kaliden, Jr.

William G. Kaliden, Jr.
Administrative Associate

WGKJr:pm

*Telephone No. (412) 621-3500, Ext. 514

APPENDIX J-1

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE B (PART TWO) - QUESTION NO. 8

[Describe this cooperative arrangement in terms of organized service or academic programs according to the checklists below and on the following pages, identifying the specific campus location of the programs by checking the appropriate block. (Check as many as apply)]

Areas of Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Academic Programs								
One or more of the traditional Arts & Sciences								
Departments	11	30	-	1	6	-	4	52
One or more of the Applied Studio Arts (Music, Art, Drama).	4	9	-	1	-	-	1	15
Area Studies.	2	6	-	-	3	-	-	11
Exotic Foreign Languages.	3	1	-	1	-	-	-	5
Ethnic Studies.	-	2	-	-	-	-	-	2
Black Studies	2	4	-	1	-	-	2	9
Theology.	2	3	-	-	-	-	11	16
Interdisciplinary Studies	-	8	-	-	2	-	2	12
Agriculture & Natural Resources	-	2	-	-	4	-	-	6
Architecture & Environmental Design	-	-	-	-	-	-	-	-
Business and Management	-	7	-	-	-	-	-	7
Education, Teacher.	6	21	-	1	5	1	-	34
Engineering	-	6	-	-	1	-	-	7
Law	-	1	-	-	-	-	-	1
Social Work	1	7	-	-	-	-	1	9

APPENDIX J-1--Continued

Number of Responses by Specific Type of Institution
 to Questionnaire B (Part Two) - Question No. 8 2

Areas of Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Communications Arts (Journalism, radio, T.V.)	-	3	-	-	1	-	1	5
Computer Science.	1	4	-	-	-	-	-	5
Home Economics.	-	4	-	-	-	-	-	4
Library Science	-	-	-	-	-	-	1	1
Military Sciences	-	1	-	-	-	-	-	1
Public and International Affairs.	-	6	-	-	-	-	2	8
Nursing	1	3	-	-	-	-	1	5
Dentistry	-	-	-	-	-	-	-	-
Medicine.	-	-	-	-	-	-	4	4
Occupational Therapy.	-	-	-	-	-	-	1	1
Optometry	-	-	-	-	-	-	-	-
Pharmacy.	-	-	-	-	-	-	-	-
Physical Therapy.	-	-	-	-	-	-	1	1
Dental Hygiene.	-	-	-	-	-	-	-	-
Public Health	-	1	-	-	-	-	-	1
Business & Commerce Technologies.	-	2	-	-	-	-	-	2
Data Processing Technologies	-	2	-	-	1	-	-	3
Health Services & Paramedical Technologies.	-	-	-	-	-	-	-	-
Mechanical & Engineering Technologies	-	2	-	-	1	-	-	3
Natural Sciences Technologies	-	2	-	1	3	-	-	6
Public Service Related Technologies	-	-	-	-	-	-	-	-
Agreement to provide junior/senior undergraduate programs.	-	4	-	-	1	-	-	5

APPENDIX J-1--Continued

**Number of Responses by Specific Type of Institution
to Questionnaire B (Part Two) - Question No. 8** 3

Areas of Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Academic Programs								
International projects	-	8	-	-	7	-	-	15
Faculty exchange	1	12	-	-	2	-	10	25
Student exchange	1	13	-	1	2	-	11	28
Co-sponsorship of a doctoral program	-	-	-	-	1	-	3	4
Faculty/Administration Development Program	-	1	-	-	2	1	-	4
Assisting developing institutions for regional/ professional accreditation	1	1	-	-	-	-	1	3
Elective or required physical education	-	2	-	-	-	-	-	2
Other (Specify)	-	-	-	-	1	-	2	3
Service Programs								
Recruitment and Admission (Students)	-	13	-	-	3	1	1	18
Student Financial Aid	-	7	-	-	2	1	2	12
Employment Placement	-	2	-	-	1	1	-	4
Student Housing	-	3	-	-	1	-	1	5
Student Loan Collection Agency	-	2	-	-	-	-	-	2
Computer Facility	2	6	-	-	2	-	-	10
Athletic Facility	-	5	-	-	-	-	1	6

APPENDIX J-1--Continued

Number of Responses by Specific Type of Institution
to Questionnaire B (Part Two) - Question No. 8

4

Areas of Cooperation	Type of Institution						Prof.	Total
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.		
	No.	No.	No.	No.	No.	No.		
Instructional Facility.	5	15	-	1	5	-	2	28
Instructional T.V.	2	2	-	-	1	-	1	6
Library Facility/Services/Resources	3	22	1	1	3	1	9	40
Other Special Resource Centers (Museum, Nuclear Lab, etc.).	-	5	-	-	2	-	-	7
Forum For Exchange of Ideas/Information	-	14	-	1	5	-	2	22
Faculty Recruitment	-	10	-	-	1	-	-	12
Social or Cultural Events	2	15	-	1	3	-	1	22
Travel Service.	-	3	-	-	1	-	-	4
College Press	-	2	-	-	-	-	-	2
Government Relations Office	-	1	-	-	-	-	-	1
Urban Affairs Project	-	5	-	-	1	-	-	6
International Project	1	5	-	-	4	-	-	10
Fund-Raising.	-	5	-	-	-	-	1	6
Purchasing.	-	5	-	-	-	-	-	5
Planning.	-	6	-	-	-	-	1	7
Endowment Investment.	-	3	-	-	-	-	-	3
Insurance Programs.	-	3	-	-	-	-	-	3
Legal Counsel	-	5	-	-	-	-	-	5
Record Maintenance.	-	6	-	-	-	-	-	6
Credit Union.	-	2	-	-	-	-	-	2
Other (Specify)	-	1	-	-	-	-	2	3

APPENDIX J-2

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO
QUESTIONNAIRE B (PART TWO) - QUESTION NO. 16

[Does your institutional budget provide a line item for the support of
this cooperative arrangement?]

Survey Population		Responses		
		Yes	No	No Response
Type of Institution	No.			
Private				
University	14	3	10	1
College	56	27	27	2
Junior College	1	-	1	-
Total	71	30	38	3
Public				
University	3	1	1	1
College	22	8	14	-
Junior College	3	1	2	-
Total	28	10	17	1
Professional				
Professional School	17	2	14	1
Grand Total	116	42	69	5

APPENDIX J-3

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE B (PART TWO) - QUESTION NO. 18

[Why did you join this particular cooperative arrangement? (Check as many factors as apply.)]

Reasons For Joining Existing Cooperative Arrangements	Type of Institution						Prof.	Total
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.		
	No.	No.	No.	No.	No.	No.		
To broaden range of courses	8	39	-	2	9	-	15	73
To avoid parochialism.	-	21	-	-	5	-	10	36
To share advantages of larger institutions.	5	31	1	3	8	1	2	51
To avoid duplication by pooling resources	8	34	1	3	10	1	13	70
To foster interdisciplinary degree programs	3	7	-	2	1	-	3	16
To more effectively implement community service goals	-	13	-	2	5	1	1	22
To help insure survival of the small college.	2	24	1	-	-	-	3	30
To aid cooperative campus and architectural planning.	-	-	-	-	-	-	-	-
To fill educational or cultural voids	5	28	1	1	8	1	4	48
To effectively coordinate study abroad programs	-	6	-	-	10	-	-	16
To coordinate approaches to the solution of common problems	-	22	-	3	6	2	8	41
To provide a common front for negotiations with other agencies or for influencing public policy	-	8	1	-	1	2	2	12
To identify potential faculty and staff	-	1	-	-	1	1	-	3
To improve the socialization of students.	-	15	-	1	3	-	4	23
To promote better utilization of special facilities and/or staff.	8	27	1	3	11	-	4	54

APPENDIX J-3--Continued

Number of Responses by Specific Type of Institution
to Questionnaire B (Part Two) - Question No. 18 2

Reasons For Joining Existing Cooperative Arrangements	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
To justify offerings in complex, low-enrollment programs or subjects	8	16	-	2	2	-	-	28
To encourage over-all fiscal economy	2	20	1	3	1	1	1	29
To better assess and meet local/regional education needs.	2	21	-	2	5	-	4	34
To involve the institution in the mainstream of education innovation.	-	21	1	-	3	-	4	29
To provide a source of upper-division work for students	-	15	1	1	1	-	3	21
Other (Specify).	1	1	-	-	-	-	-	2

APPENDIX J-4

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION
TO QUESTIONNAIRE B (PART TWO) - QUESTION NO. 20

[Is it your professional judgment that the results of your efforts in this cooperative arrangement are worthwhile? (Check one)]

Survey Population	Responses				
	Very Much So	Yes	No	Doubtful	No Response
	No.	No.	No.	No.	No.
Private					
University	2	10	2	-	-
College	28	25	2	1	-
Jr. College	1	-	-	-	-
Public					
University	2	1	-	-	-
College	9	6	2	-	5
Jr. College	2	1	-	-	-
Professional					
Professional School	9	7	-	-	1
Total	53	50	6	1	6

APPENDIX J-5

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE B (PART TWO) - QUESTION No. 19

[Please evaluate this particular cooperative in accord with the favorable and unfavorable responses listed below. (Please check as many as apply and add others if needed)]

Evaluative Criteria	Type of Institution							Prof.	Total
	Private			Public					
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr.	Col.		
	No.	No.	No.	No.	No.	No.	No.		
Favorable Responses									
No favorable comment	-	-	-	1	4	-	-	5	
Broadens range of courses.	7	40	-	2	7	-	16	72	
Avoids parochialism.	1	23	-	-	4	-	18	46	
Shares advantages of larger institutions	7	34	-	1	6	1	6	55	
Avoids duplication by pooling resources.	9	28	1	2	12	1	13	65	
Fosters interdisciplinary degree programs.	3	12	-	1	1	-	6	23	
More effectively implements community service goals. . .	1	11	-	1	4	1	3	21	
Helps insure survival of the small college	1	20	1	-	-	-	-	22	
Aids cooperative campus and architectural planning . . .	-	1	-	-	-	-	-	1	
Fills educational or cultural voids.	4	30	1	1	8	2	5	51	
Effectively coordinates study abroad programs.	-	5	-	-	7	-	-	12	
Coordinates approaches to the solution of common problems	1	20	1	2	6	1	7	38	
Provides a common front for negotiations with other agencies or for influencing public policy.	-	9	1	1	2	-	-	13	
Identifies potential faculty and staff	-	2	-	-	1	1	-	4	
Improves the socialization of students	1	12	-	-	3	-	4	20	
Promotes better utilization of special facilities and/or staff	7	31	1	2	9	-	4	54	

APPENDIX J-5--Continued

Number of Responses by Specific Type of Institution
 to Questionnaire B (Part Two) - Question No. 19 2

Evaluative Criteria	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Favorable Responses								
Justifies offerings in complex, low-enrollment programs or subjects	5	14	-	1	5	-	-	25
Encourages over-all fiscal economy	1	16	1	1	5	2	1	27
Better assesses and meets local/regional educational needs.	2	17	-	1	6	-	-	26
Involves the institution in the mainstream of education innovation	-	24	1	1	7	1	2	36
Other (Specify).	-	2	-	-	-	-	-	2
Unfavorable Responses								
No unfavorable comment	3	26	-	2	15	2	9	57
Stifles interinstitutional competition	-	1	-	-	-	-	-	1
Leads to significant loss of institutional autonomy.	1	2	-	-	-	-	2	5
Requires too much administrative red tape.	2	6	-	-	-	-	1	9
Stronger institution tends to dominate	1	7	-	-	1	-	2	11
Geographic location impedes this cooperative venture	3	8	-	1	2	-	3	17
Needs are not well established/communicated.	1	4	-	-	-	-	3	8
Lacks evaluative reporting	2	10	-	-	3	-	3	18

APPENDIX J-5--Continued

Number of Responses by Specific Type of Institution
to Questionnaire B (Part Two) - Question No. 19 3

Evaluative Criteria	Type of Institution							
	Private			Public			Prof. Total	
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	Prof.	Total
	No.	No.	No.	No.	No.	No.	No.	No.
Unfavorable Responses								
Encourages student transfers to other institutions . .	-	3	-	-	-	-	-	3
Parietal responsibility constricts the arrangement . .	-	1	-	-	1	-	2	3
Competes for priority over institutional objectives. .	-	3	-	1	-	1	-	5
Tends toward growing depersonalization	-	-	-	-	-	-	-	-
Some institutions are apathetic.	1	6	-	-	-	-	2	9
Faculty lack interest.	2	6	1	-	2	-	2	13
Current financial resources restrict participation . .	1	9	-	-	1	1	4	16
Technical problems related to registration	1	9	-	1	-	-	2	13
Technical problems related to tuition.	1	5	-	-	-	1	1	8
Technical problems related to calendar	3	9	-	-	3	1	-	16
Students lack interest	2	3	1	-	2	-	-	8
Other (Specify).	1	2	-	-	-	-	-	3

APPENDIX K-1

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE B
(PART ONE) - QUESTION NO. 3

[Although you have reported that you are currently participating in an interinstitutional cooperative venture(s), are you interested in exploring the possibilities of expanded participation within the next five years in interinstitutional cooperative arrangements with other non-profit, authorized degree granting institutions of higher education?]

Survey Population		Responses		
		Yes	No	Undecided
Type of Institution	No.			
Private				
University	7	5	-	2
College	34	20	3	11
Junior College	1	-	-	1
Public				
University	2	1	-	1
College	5	4	-	1
Junior College	3	3	-	-
Professional				
Professional School	11	8	1	2
Total	63	41	4	18

APPENDIX K-2

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE B (PART ONE) - QUESTION NO. 4

[If the answer to question 3 is "Yes" or "Undecided," indicate on the checklists below the areas of expanded cooperation in terms of organized academic or service programs that potentially interest you. (Check as many as apply)]

Potential Areas of Expanded Cooperation	Type of Institution							Prof.	Total	
	Private			Public			No.			No.
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.				
	No.	No.	No.	No.	No.	No.				
Academic Programs										
One or more of the traditional Arts & Sciences										
Departments	4	19	-	1	3	1	4	32		
One or more of the Applied Studio Arts (Music, Art, Drama).	2	12	-	1	4	2	2	23		
Area Studies.	3	13	-	-	3	-	-	19		
Exotic Foreign Languages.	2	3	-	-	1	-	-	6		
Ethnic Studies.	1	2	-	1	2	2	-	8		
Black Studies	4	12	-	-	2	1	-	23		
Theology.	1	4	-	-	-	-	6	11		
Interdisciplinary Studies	1	11	-	1	3	2	4	22		
Agriculture & Natural Resources	-	-	-	-	-	-	-	-		
Architecture & Environmental Design	-	1	-	-	-	1	1	3		
Business and Management	1	4	-	1	2	1	-	9		
Education, Teacher.	1	11	1	2	4	2	-	21		
Engineering	1	-	-	1	3	1	-	6		
Law	-	2	-	1	2	-	1	6		
Social Work	-	9	-	1	3	2	1	16		

APPENDIX K-2--Continued

Number of Responses by Specific Type of Institution
to Questionnaire B (Part One) - Question No. 4

2

Potential Areas of Expanded Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Academic Programs								
Communications Arts (Journalism, radio, T.V.)	-	5	-	-	4	1	4	14
Computer Science	1	15	-	1	3	2	1	22
Home Economics	-	1	-	-	-	-	-	1
Library Science	-	2	-	1	2	1	1	7
Military Sciences	-	-	-	-	-	-	-	-
Public and International Affairs	-	4	-	1	1	1	3	10
Nursing	1	7	-	-	4	2	-	14
Dentistry	-	-	-	-	1	1	-	2
Medicine	-	1	-	-	1	1	4	7
Occupational Therapy	-	1	-	-	-	-	1	2
Optometry	-	-	-	-	-	-	-	-
Pharmacy	-	-	-	-	1	1	1	3
Physical Therapy	-	1	-	-	2	1	1	5
Dental Hygiene	-	1	-	-	3	2	-	6
Public Health	-	1	-	-	2	-	-	3
Business & Commerce Technologies	-	1	-	-	1	2	-	4
Data Processing Technologies	1	3	-	-	4	2	-	10
Health Services & Paramedical Technologies	-	5	-	1	3	2	1	12
Mechanical & Engineering Technologies	-	2	-	-	1	1	-	4
Natural Sciences Technologies	-	1	-	1	3	1	1	7
Public Service Related Technologies	-	1	-	-	1	1	2	5

APPENDIX K-2--Continued

**Number of Responses by Specific Type of Institution
to Questionnaire B (Part One) - Question No. 4**

3

Potential Areas of Expanded Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.		
Academic Programs								
Agreement to provide junior/senior undergraduate programs	-	5	1	1	1	1	-	9
International projects	2	11	-	-	3	-	-	16
Faculty exchange	3	19	-	1	5	-	4	32
Student exchange	3	13	-	1	3	-	2	22
Co-sponsorship of a doctoral program	1	1	-	-	1	1	3	7
Faculty/Administration Development Program	2	4	-	-	1	1	2	10
Assisting developing institutions for regional/professional accreditation	1	2	-	-	3	-	-	6
Elective or required physical education.	-	4	-	-	1	-	-	5
Other (Specify).	-	-	-	-	-	-	-	-
Service Programs								
Recruitment and Admission (Students)	1	10	-	1	2	-	3	17
Student Financial Aid.	2	8	-	-	1	1	5	17
Employment Placement	1	7	-	-	1	1	2	12
Student Housing.	1	1	-	-	-	-	3	5
Student Loan Collection Agency	-	-	-	-	-	-	1	1
Computer Facility.	3	15	-	1	2	-	3	24
Athletic Facility.	-	2	-	-	-	-	-	2
Instructional Facility	-	3	-	-	2	-	1	6

APPENDIX K-2--Continued

**Number of Responses by Specific Type of Institution
to Questionnaire B (Part One) - Question No. 4**

4

Potential Areas of Expanded Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Service Programs								
Instructional T.V.	1	14	-	-	2	1	3	21
Library Facility/Services/Resources.	1	9	-	1	3	-	7	21
Other Special Resource Centers (Museum, Nuclear Lab, etc.	-	3	-	-	2	-	1	6
Forum for Exchange of Ideas/Information.	3	7	1	1	2	1	4	19
Faculty Recruitment.	2	6	-	-	2	1	1	12
Social or Cultural Events.	2	12	-	1	2	1	4	22
Travel Service	2	4	-	-	2	-	-	8
College Press.	1	2	-	1	-	-	-	4
Government Relations Office.	-	3	-	1	-	-	1	5
Urban Affairs Project.	2	8	-	-	1	1	3	15
International Project.	2	9	-	-	2	-	3	16
Fund-Raising	-	3	-	-	1	-	2	6
Purchasing	1	5	-	-	1	-	1	8
Planning	1	3	-	-	-	1	1	6
Endowment Investment	-	1	-	-	-	-	2	3
Insurance Programs	-	5	-	-	-	-	1	6
Legal Counsel.	-	-	-	-	1	-	-	1
Record Maintenance	1	1	-	-	-	-	1	3
Credit Union	1	1	-	-	-	1	1	4
Other (Specify)	-	-	-	-	1	-	-	1

APPENDIX L-1

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE A -
QUESTION NO. 3

[Are you interested in exploring the possibilities of participation within the next five years in interinstitutional cooperative arrangements with other non-profit, authorized degree-granting institutions of higher education?]

Survey Population		Responses		
Type of Institution	No.	Yes	No	Undecided
Private				
University	1	1	-	-
College	9	9	-	-
Junior College	4	4	-	-
Public				
University	-	-	-	-
College	4	3	-	1
Junior College	7	5	1	1
Professional				
Professional School	7	6	-	1
Total	32	28	1	3

APPENDIX L-2

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE A - QUESTION NO. 4

[From the standpoint of your particular institution and based on your understanding of interinstitutional cooperation, what factors (if any) positively motivate you toward participation in cooperative arrangements? (Check as many as apply)]

Positive Motivational Factors	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
No positive motivation	-	-	-	-	1	-	1	2
Broadens range of courses.	1	8	2	-	2	3	3	19
Avoids parochialism.	1	6	2	-	1	2	-	12
Shares advantages of larger institutions	1	3	4	-	-	3	1	12
Avoids duplication by pooling resources.	1	7	3	-	2	2	4	19
Fosters interdisciplinary degree programs.	1	5	1	-	2	1	-	10
More effectively implements community service goals.	-	2	1	-	-	1	1	5
Helps insure survival of the small college	-	3	2	-	-	-	4	9
Aids cooperative campus and architectural planning	-	-	-	-	-	-	-	-
Fills educational or cultural voids.	1	7	4	-	2	3	1	18
Effectively coordinates study abroad programs.	-	5	-	-	1	2	-	8
Coordinates approaches to the solution of common problems	-	5	1	-	1	3	2	12
Provides a common front for negotiations with other agencies or for influencing public policy.	-	4	1	-	-	3	1	9
Identifies potential faculty and staff	-	-	-	-	-	-	-	-
Improves the socialization of students	1	2	2	-	-	1	1	7

APPENDIX L-2--Continued

Number of Responses by Specific Type of Institution 2
to Questionnaire A - Question No. 4

Positive Motivational Factors	Type of Institution							Prof. Total
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	Col.	
	No.	No.	No.	No.	No.	No.	No.	
Promotes better utilization of special facilities and/or staff	-	8	3	-	2	5	2	20
Justifies offerings in complex, low-enrollment programs or subjects	-	4	2	-	2	3	2	13
Encourages over-all fiscal economy	-	5	2	-	2	4	3	16
Better assesses and meets local/regional educational needs.	1	4	2	-	1	3	-	11
Involves the institution in the mainstream of education innovation	-	5	3	-	1	3	2	14
Other (Specify).	1	-	-	-	-	-	-	1

APPENDIX L-3

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE A - QUESTION NO. 5

[From the standpoint of your particular institution and based on your understanding of interinstitutional cooperation, what factors (if any) create apprehension about participation in cooperative arrangements? (Check as many as apply)]

Factors Creating Apprehension	Type of Institution							Prof.	Total
	Private			Public					
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	Col.		
	No.	No.	No.	No.	No.	No.	No.		
No apprehension at all	-	3	1	-	2	2	5	13	
Stifles interinstitutional competition	-	-	-	-	-	-	-	-	
Leads to significant loss of institutional autonomy.	-	-	2	-	-	-	-	2	
Requires too much administrative red tape.	-	2	3	-	1	3	1	10	
Stronger institution tends to dominate	-	2	2	-	1	2	1	8	
Geographic location impedes cooperative ventures	-	5	1	-	1	4	-	11	
Need is not well established/communicated.	-	2	1	-	-	-	1	4	
Lacks evaluative reporting	-	-	-	-	-	-	-	-	
Might encourage student transfers to other institutions	-	1	-	-	-	-	1	2	
Parietal responsibility precludes such arrangements.	-	-	-	-	-	-	-	-	
Competes for priority over institutional objectives.	-	1	-	-	-	2	1	4	
Tends toward growing depersonalization	-	-	-	-	-	-	-	-	
Some institutions are apathetic.	1	-	-	-	-	1	-	2	
Faculty lack interest.	-	-	-	-	-	-	1	1	
Current financial resources prevent participation.	-	1	2	-	2	1	-	6	

Appendix L-3--Continued

Number of Responses by Specific Type of Institution
to Questionnaire A - Question No. 5 2

Factors Creating Apprehension	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Technical problems related to registration	-	1	1	-	-	-	-	2
Technical problems related to tuition.	-	3	-	-	1	1	-	5
Technical problems related to calendar	-	3	2	-	1	1	-	7
Students lack interest	1	-	-	-	-	-	-	1
Other (Specify).	-	1	-	-	-	-	-	1

APPENDIX L-4

NUMBER OF RESPONSES BY SPECIFIC TYPE OF INSTITUTION TO QUESTIONNAIRE A - QUESTION NO. 6

[If the answer to Question 3 is "Yes" or "Undecided," indicate on the checklists below the areas of potential cooperation in terms of organized academic or service programs. (Check as many as apply)]

Potential Areas of Initial Cooperation	Type of Institution						Prof. Total	
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Academic Programs								
One or more of the traditional Arts & Sciences								
Departments.	1	6	2	-	2	3	1	15
One or more of the Applied Studio Arts (Music, Art, Drama)	1	7	1	-	1	4	2	16
Area Studies	-	5	-	-	2	2	-	9
Exotic Foreign Languages	-	2	-	-	1	1	-	4
Ethnic Studies	-	3	1	-	1	4	1	10
Black Studies	-	6	-	-	2	3	1	12
Theology	1	1	-	-	-	-	1	3
Interdisciplinary Studies.	1	3	1	-	2	2	-	9
Agriculture & Natural Resources.	-	-	-	-	-	2	-	2
Architecture & Environmental Design.	-	-	-	-	-	1	-	1
Business and Management.	1	1	2	-	-	1	-	5
Education, Teacher	1	3	1	-	1	2	1	9
Engineering.	-	1	-	-	-	1	1	3
Law.	-	1	-	-	-	-	-	1
Social Work.	1	2	1	-	1	3	-	8
Communications Arts (Journalism, radio, T.V.).	1	2	1	-	-	4	1	9

APPENDIX L-4--Continued

Number of Responses by Specific Type of Institution 2
to Questionnaire A - Question No. 6

Potential Areas of Initial Cooperation	Type of Institution						Prof.	Total
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	No.	No.
	No.	No.	No.	No.	No.	No.	No.	No.
Academic Programs								
Computer Science	1	6	3	-	1	2	1	14
Home Economics	-	-	1	-	-	1	1	3
Library Science.	-	-	1	-	-	1	-	2
Military Sciences.	-	-	-	-	-	1	-	1
Public and International Affairs	-	2	-	-	-	3	-	5
Nursing.	-	1	-	-	2	3	1	7
Dentistry.	-	-	-	-	-	-	-	-
Medicine	-	-	-	-	-	-	-	-
Occupational Therapy	-	1	1	-	-	2	-	4
Optometry.	-	-	-	-	-	-	-	-
Pharmacy	-	-	-	-	-	1	-	1
Physical Therapy	-	-	1	-	1	2	-	4
Dental Hygiene	-	-	1	-	1	3	-	5
Public Health.	-	1	-	-	1	2	-	4
Business & Commerce Technologies	-	1	1	-	-	3	-	5
Data Processing Technologies	-	4	4	-	-	3	1	12
Health Services & Paramedical Technologies	-	2	1	-	-	5	2	10
Mechanical & Engineering Technologies	-	1	-	-	-	4	1	6
Natural Sciences Technologies.	-	-	-	-	-	3	1	4
Public Service Related Technologies.	-	-	1	-	-	3	-	4

APPENDIX L-4--Continued

Number of Responses by Specific Type of Institution 3
to Questionnaire A - Question No. 6

Potential Areas of Initial Cooperation	Type of Institution						Prof.	Total
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.		
	No.	No.	No.	No.	No.	No.		
Academic Programs								
Agreement to provide junior/senior undergraduate programs	-	-	-	-	-	1	-	1
International projects	-	2	1	-	-	1	-	4
Faculty exchange	1	5	2	-	1	6	2	17
Student exchange	1	5	2	-	1	4	2	15
Co-sponsorship of a doctoral program	-	-	-	-	-	-	4	4
Faculty/Administration Development Program	1	1	-	-	-	4	2	8
Assisting developing institutions for regional/professional accreditation	1	2	2	-	-	1	1	7
Elective or required physical education.	-	-	1	-	-	2	-	3
Other (Specify).	-	-	-	-	-	1	-	1
Service Programs								
Recruitment and Admission (Students)	1	1	2	-	-	3	1	8
Student Financial Aid.	1	1	2	-	-	1	-	5
Employment Placement	1	2	1	-	1	3	-	8
Student Housing.	1	-	-	-	-	1	-	2
Student Loan Collection Agency	-	3	-	-	-	1	-	4
Computer Facility.	1	5	2	-	-	3	3	14

APPENDIX L-4--Continued

Number of Responses by Specific Type of Institution
to Questionnaire A - Question No. 6

4

Potential Areas of Initial Cooperation	Type of Institution							
	Private			Public			Prof. Total	
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.	Univ.	Col.
	No.	No.	No.	No.	No.	No.	No.	No.
Service Programs								
Athletic Facility.	1	2	-	-	-	1	1	5
Instructional Facility	1	-	-	-	1	1	1	4
Instructional T.V.	-	3	1	-	1	3	2	10
Library Facility/Services/Resources.	1	6	2	-	3	2	3	17
Other Special Resource Centers (Museum, Nuclear Lab, etc.)	-	1	-	-	-	4	1	6
Forum for Exchange of Ideas/Information.	1	3	1	-	2	4	2	13
Faculty Recruitment.	1	1	-	-	-	1	1	4
Social or Cultural Events.	-	5	4	-	1	5	-	15
Travel Service	-	3	-	-	1	2	1	7
College Press.	1	1	-	-	-	1	1	4
Government Relations Office.	1	3	1	-	-	2	-	7
Urban Affairs Project.	1	2	-	-	1	2	-	6
International Project.	-	4	-	-	-	1	-	5
Fund-Raising	-	1	1	-	-	2	1	5
Purchasing	1	2	1	-	-	2	1	7
Planning	1	1	-	-	-	1	-	3
Endowment Investment	-	-	-	-	-	1	1	2

APPENDIX I-4--Continued

Number of Responses by Specific Type of Institution
to Questionnaire A - Question No. 6

5

Potential Areas of Initial Cooperation	Type of Institution						Prof.	Total
	Private			Public				
	Univ.	Col.	Jr. Col.	Univ.	Col.	Jr. Col.		
	No.	No.	No.	No.	No.	No.		
Service Programs								
Insurance Programs	-	4	1	-	-	2	-	7
Legal Counsel.	-	3	-	-	1	1	-	5
Record Maintenance	-	1	1	-	-	1	-	3
Credit Union	-	3	-	-	-	3	1	7
Other (Specify)	-	-	-	-	-	2	-	2

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REFERENCES

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VITA

The author, William G. Kaliden, Jr., was born on March 22, 1937 in Homestead, Pennsylvania, where he subsequently completed his early education in the public elementary and secondary schools. As a scholarship student, he attended the University of Pittsburgh, where he earned the Bachelor of Arts degree in 1959 with a double major in history and physical/biological sciences, graduating magna cum laude. As an undergraduate student he was elected to membership in Phi Beta Kappa, and was named Academic All-American in football. He received varsity letters in football and baseball in 1957 and 1958. As a tribute to his academic and athletic achievements, his name is inscribed in the walk of the Cathedral of Learning among outstanding alumni.

From 1960 to 1966, he served in the United States Army Reserves. In 1963 at the University of Pittsburgh, he earned the degree of Master of Education with State Certification to teach history, sciences and English together with physical education and health. Shortly thereafter, he was elected to membership in the Phi Delta Kappa fraternity.

From 1963 to 1965 he served as a graduate assistant and assistant football coach while pursuing doctoral-level studies in higher education. Married in 1965 to Rosalind Agnes Fedorchak, he was appointed to the position of Assistant to the President of Indiana State University, Terre Haute, Indiana, Returning to Pittsburgh in 1967, he was employed as Administrative Associate to the Dean of the School of Education at

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He is the recipient of numerous civic awards for various forms of exemplary citizenship.

Having completed all the requirements for the doctoral program in academic administration in higher education, he was awarded the degree of Doctor of Philosophy by the University of Pittsburgh in August, 1971.